

ENGLISH FOR FUTURE DIPLOMATS

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**ENGLISH
FOR FUTURE DIPLOMATS**

Textbook

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2018**

ԵՐԵՎԱՆԻ ՊԵՏԱԿԱՆ ՀԱՄԱԼՍԱՐԱՆ

Միջազգային հարաբերությունների ֆակուլտետ
Դիվանագիտական ծառայության և մասնագիտական
հաղորդակցման ամբիոն

Ա. Աբրահամյան, Ա. Մարտիրոսյան

ԱՆԳԼԵՐԵՆ ԱՊԱԳԱ ԴԻՎԱՆԱԳԵՏՆԵՐԻ ՀԱՄԱՐ

Դասագիրք

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ԵՊՀ հրատարակչություն
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*ՀՀ ԿԳ նախարարության կողմից հաստատվել է
որպես բուհական դասագիրք*

*Հրատարակության է երաշխավորվել ԵՊՀ միջազգային
հարաբերությունների ֆակուլտետի գիրքահրահրողի որոշմամբ*

Գրախոսներ՝ Բ.Գ.Ք., դոցենտ Տ. Միքայելյան
Բ.Գ.Ք., դոցենտ Ս. Մարգարյան
Բ.Գ.Ք., դոցենտ Ա. Բաբայան
Խմբագիր՝ ասիստենտ Ն. Մելքոնյան

Աբրահամյան Ա., Մարտիրոսյան Ա.

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This textbook is intended for the students of the faculties of international relations. It can be successfully used in faculties of political and social sciences and by a broad range of people interested in the field.

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ՆԱԽԱԲԱՆ

«English for Future Diplomats» դասագիրքը նախատեսված է բուհերի միջազգային հարաբերությունների ֆակուլտետների ուսանողների համար: Այն կարող է հաջողությամբ օգտագործվել նաև քաղաքագիտական և հասարակագիտական ուղղվածություն ունեցող ֆակուլտետներում, ինչպես նաև անգլերեն սովորողների լայն շրջանակների կողմից:

Հեղինակները սույն դասագրքով ուսուցումը նպատակահարմար են համարում հատկապես անգլերենի դասավանդման սկզբնական և միջին փուլերում: Հիմնական տեքստերի փոքր ծավալը, բառապաշարը ներկայացնող բառացանկի առկայությունը, դասանյութն ամրապնդող վարժությունները նպաստում են տեքստերի նյութի հեշտ և արագ ընկալմանը: Քերականական հավելվածը և համապատասխան առաջադրանքները կօգնեն անգլերենի քերականության հիմնական բաժիններն ընկալելուն կամ վերհիշելուն:

Դասագիրքն ունի ճկուն կառուցվածք այն առումով, որ դասախոսին հնարավորություն է տալիս ընտրելու և օգտագործելու դասագրքի երկրորդ և երրորդ բաժիններում գետեղված լրացուցիչ նյութերը, որչափ դա թույլ է տալիս կոնկրետ խմբի ուսանողների գիտելիքների մակարդակը:

Դասագիրքը բաղկացած է 30 գլուխներից. յուրաքանչյուր գլխի առաջին բաժինը (*Section 1*) ծավալով փոքր տեքստ է՝ նյութի ընկալումը ստուգող և բառապաշարն ամրապնդող վարժություններով:

Երկրորդ բաժնի (*Section 2: Advanced Reading*) տեքստերն ավելի մեծ են, բառապաշարը՝ ավելի հագեցած: Այս տեքստերը և դրանց հաջորդող այլևայլ առաջադրանքները ուսանողներին հնարավորություն են տալիս արտահայտելու

իրենց կարծիքը նյութում ներկայացվող կամ նյութին առնչվող իրողության շուրջ, սովորեցնում են բանավիճելու, կլոր սեղանի քննարկումներ վարելու արվեստի տարրերը, ինչպես նաև ներկայացվում է հատուկ բառապաշար՝ այդ քննարկումների ժամանակ գրագետ և տպավորիչ ելույթ ունենալու համար: Երկրորդ բաժնում զետեղված է նաև *Did you know that* հավելվածը, որում դասի թեմատիկային առնչվող հետաքրքիր լրացուցիչ տեղեկատվություն է հաղորդվում՝ լայնացնելով ուսանողի գիտելիքների և ընդհանուր ճանաչողական իմացության մակարդակը:

Դասագրքի երրորդ բաժնի (*Section 3: Creative tasks*) առաջադրանքները բազմաբնույթ են՝ քննարկել հայտնի մարդկանց ասույթները, կարծիք արտահայտել կամ ելույթ ունենալ որոշակի հարցի շուրջ, պատկերացնել երևակայական իրավիճակ և նշել այդ իրավիճակի հնարավոր զարգացումները. ընդգրկված են նաև լեզվական և իրավիճակային խաղեր, դերախաղեր, տարբեր ձևաչափերով բանավեճեր և այլն:

Յուրաքանչյուր գլխի եզրափակիչ հանձնարարությունն է՝ գրել էսսե (ակնարկ) նշված թեմայով: Դասագրքի սկզբում ներկայացվում են էսսե գրելու ընդհանուր սկզբունքներն ու կանոնները, տրվում հստակ խորհուրդներ, որոնք կօգնեն ուսանողին սովորել կուռ և գրագետ շարադրել իր մտքերը:

UNIT 1

SECTION 1

THE MISSION OF DIPLOMATS

When diplomats **negotiate** a treaty, **attend** a state dinner or arrange visas for travelers to their country, they all have the same mission: **to represent** the interests and **policies** of their country. Beyond that, diplomats' roles and responsibilities **are immensely varied**.

An **ambassador** is the President's **highest-ranking** representative to a specific nation or international organization abroad. An **effective** ambassador has to be a strong leader, a good manager, a **resilient** negotiator, and a **respected** representative of his/her country. A **key role** of an ambassador is to **coordinate** the activities not only of the Foreign Service Officers and **staff** serving under him, but also representatives of other agencies in the country. At some **overseas posts**, **personnel** from agencies work **in concert with** embassy staff.

Foreign Service Officers are professional, **trained diplomats** who represent their country's interests abroad **under the direction of** the ambassador. All Foreign Service Officers listen to, **observe**, **analyze** what is going on in **the host country** and report to the ambassador and their principal.

Topical Vocabulary

to negotiate	բանակցել
to attend	մասնակցել
to represent	ներկայացնել

policy	քաղաքականություն
to be varied	բազմազան լինել
immensely	չափազանց, անսահման շատ
ambassador	ղեսպան
high-ranking	բարձրաստիճան
effective	արդյունավետ
resilient	ճկուն
respected	հարգված, հարգարժան
key role	հիմնական դեր
to coordinate	համակարգել
staff/personnel	անձնակազմ
overseas posts	առաքելություն օտար երկրում
in concert with	համատեղ
trained diplomat	մասնագիտական կրթությամբ դիվանագետ
under the direction of	ղեկավարությամբ, ղեկավարության ներքո
to observe	հետևել, հսկել
to analyze	վերլուծել
host country	հյուրընկալ, ընդունող երկիր

Ex. 1 Suggest the Armenian translation for the English word combinations.

1. to negotiate a treaty _____
2. to attend a state dinner _____
3. to arrange a visa _____
4. to be immensely varied _____
5. high-ranking representative _____
6. resilient negotiator _____

7. respected representative _____
8. key role of an ambassador _____
9. to coordinate the activities _____
10. to work in concert with staff _____
- _____
11. to represent interests abroad _____
- _____

Ex. 2 Match the words in the left column with their synonyms in the right column.

- | | |
|-----------------|------------------|
| 1. to attend | A. to broadcast |
| 2. high-ranking | B. personnel |
| 3. immensely | C. high-level |
| 4. to report | D. enormously |
| 5. to analyze | E. to be present |
| 6. staff | F. to study |

Ex. 3 Find in the text the English equivalents for the following Armenian word combinations.

1. մասնակցել պետական ճաշկերույթի _____
- _____
2. չափազանց տարբեր լինել _____
- _____
3. դեսպանի հիմնական դերը _____
- _____
4. համակարգել գործունեությունը _____
- _____
5. աշխատել դեսպանատան անձնակազմի հետ _____
- _____
- _____

6. ներկայացնել շահերը արտասահմանում _____

7. դեսպանի ղեկավարության ներքո _____

Ex. 4 Match the words in the left column with their definitions in the right column.

- | | |
|------------------|---|
| 1. personnel | A. to examine and determine |
| 2. to analyze | B. to work or talk with others to achieve an agreement, etc. |
| 3. to represent | C. to work together |
| 4. to coordinate | D. the people employed in an organization or for a service |
| 5. to report | E. to act as or be the authorized delegate or agent for (a person, country, etc.) |
| 6. to negotiate | F. to give an account (of); to describe |

Ex. 5 Translate the following sentences into English; practice using the vocabulary of Section 1.

1. Դիվանագետների դերը և պարտականությունները չափազանց տարբեր են:
2. Դեսպանի հիմնական պարտականությունը աշխատակազմի գործունեությունը համակարգելն է:
3. Նրանք աշխատում են դեսպանատան անձնակազմի հետ:
4. Դիվանագիտական ծառայության պաշտոնյաները ներկայացնում են իրենց երկրի շահերն արտասահմանում:

5. Դիվանագետները լսում, հետևում և վերլուծում են այն ամենը, ինչ կատարվում է հյուրընկալ երկրում:

Ex. 6 Comprehension and discussion questions

1. What can you say about the roles and responsibilities of diplomats?
2. What qualities should an effective ambassador possess?
3. What is the key role of an ambassador?
4. What does the job of the Foreign Service Officers encompass?

Ex. 7 Sum up the text in writing using no more than five sentences.

SECTION 2

Advanced Reading

TEXT 2

THE WORLD OF MODERN DIPLOMACY

The issues discussed by diplomats are far-reaching. Nations negotiate with one another on a wide array of issues, ranging from serious problems of war, peace and disarmament to the more ordinary matters of boundary disputes, fishing rights, foreign aid, immigration quotas and international trade. The issues themselves have remained fairly constant over the centuries, but the environment of diplomacy is quite different. Since 1945 six conditions emerged and had a great impact on the conduct of diplomacy.

1. Great improvements in communication and transportation have shrunk the size of the world. Events almost anywhere are known almost everywhere else virtually immediately. An ambassador can convey news to a home government instantly and receive a policy directive without delay.

2. The Cold War polarized the whole international community between the United States and the Soviet Union. Diplomacy everywhere was executed under the shadow of this bipolarization.

3. There are many more nations in the world now than there were before. The colonial empires have disappeared and dozens of new nation-states have emerged. Each wishes to make its voice heard in the international forums. Many of these countries are poor and underdeveloped and their problems place a burden on the diplomacy of the industrialized nations.

4. During the Cold War the possession of vast arsenals of nuclear weapons by the United States and the Soviet Union created a balance of terror, a situation in which world war was supposedly unthinkable. Theoretically, then, every nation in the world had a vital stake in striving for peace.

5. Although nuclear war is unthinkable, conventional war is not. The modern world is saturated with hot spots, such as Central America, the Middle East and South Africa.

6. The sixth factor affecting diplomacy is the existence of the United Nations and other international organizations. These organizations have not replaced bilateral diplomacy, but they have created larger forums for the airing of national points of view.

Ex. 8 Discussion questions and tasks

- 1. Discuss the changes that have taken place in world diplomacy since the end of the Cold War.**
- 2. Has the world become a safer or a more dangerous place? Give your reasons.**

❖ *DID YOU KNOW THAT?*

Employment of diplomatic envoys is as ancient as politics itself, but the first permanent legations were established only in the fifteenth century. The Italian states inaugurated the ambassadorial system, which rapidly spread to the rest of Europe. Until the beginning of the nineteenth century two classes of diplomatic representatives were utilized: ambassadors, who were obliged to vie for precedence in the capital to which they were assigned; and semiofficial agents, who, though less involved in court functions, did not have access to fully authoritative sources of information. At the Congress of Vienna in 1815, four categories of representatives were established: (1) ambassadors, papal legates, and nuncios; (2) envoys extraordinary and ministers plenipotentiary; (3) ministers resident; and (4) chargés d'affaires. Precedence was to be based on the rank of the appointment conferred by the home government and on seniority of service in the particular capital. Thus were enunciated the basic diplomatic conventions as we know them today.

Until the twentieth century members of the diplomatic corps were recruited from the wealthy classes. Those selected were generally amateurs, whose rank and social position entitled them to consideration for diplomatic appointment. Examinations, when required, placed inordinate emphasis upon linguistic

competence, and a degree of financial independence was a prerequisite. By World War II an appreciable democratization and professionalization of foreign services had occurred. Competitive substantive examinations requiring high educational attainment had been instituted in most major countries. Independent means was no longer a requirement for entry into the diplomatic corps, and women became eligible for appointment.

Ex. 9 Discuss the passage you read. Which piece of information was the most surprising to you?

SECTION 3

CREATIVE TASKS

➤ **Which 3 qualities mentioned below do you consider most important for a diplomat? Give reasons.**

1. intelligence
2. sense of humour
3. dignity
4. knowledge of languages
5. patience
6. readiness to take responsibility
7. art of handling people
8. ability to remember facts and names
9. self-confidence
10. art of hiding one's true feelings.

Are there any other qualities not mentioned on the list that you consider essential for the diplomatic career?

➤ **Discuss the following topics:**

1. The policy of being too cautious is the greatest risk of all.
2. The most inspiring person in my life.

➤ **Write an essay on the following topic:** “Diplomacy in Everyday Life”

Before writing the essay read very attentively the following text on essay writing rules.

GENERAL ESSAY WRITING TIPS

Despite the fact that, as Shakespeare said, “The pen is mightier than the sword,” the pen itself is not enough to make an effective writer. The conventions of English essays are more formulaic than you might think, and in many ways essay writing can be quite simple.

The Five Paragraph Essay

The basic university essay has the following standardized, five paragraph structure:

Paragraph 1: Introduction

Paragraph 2: Body Paragraph 1

Paragraph 3: Body Paragraph 2

Paragraph 4: Body Paragraph 3

Paragraph 5: Conclusion.

The Introduction

The principle purpose of the introduction is to present your position (this is also known as the “thesis” or “argument”) on

the issue at hand but effective introductory paragraphs are so much more than that. Before you even get to the thesis statement, for example, the essay should begin with a “**hook**” that grabs the reader’s attention and makes them want to read on. Examples of effective hooks include relevant quotations (“no man is an island”) or surprising statistics (“three out of four political analysts report that...”).

Only then, with the reader’s attention “hooked,” should you move on to the thesis. The **thesis** should be a clear, one-sentence explanation of your position that leaves no doubt in the reader’s mind about which side you are on from the beginning of your essay.

Following the thesis, you should provide a **mini-outline** which previews the examples you will use to support your thesis in the rest of the essay. Not only does this tell the reader what to expect in the paragraphs to come but it also gives them a clearer understanding of what the essay is about. Designing the last sentence in this way has the added benefit of moving the reader to the first paragraph of the body of the paper. In this way we can see that the basic introduction does not need to be much more than three or four sentences in length. If yours is much longer, you might want to consider editing it down a bit!

Here, by way of example, is an introductory paragraph to an essay in response to the following question: “Do we learn more from finding out that we have made mistakes or from our successful actions?” *“No man is an island” and, as such, he is constantly shaped and influenced by his experiences. People learn by doing and, accordingly, learn considerably more from their mistakes than their success.* For proof of this, consider examples from both science and everyday experience.

The Body Paragraphs

The middle paragraphs of the essay are collectively known as the body paragraphs. The main purpose of a body paragraph is to present in detail the examples that support your thesis.

For **the first body paragraph** you should use your strongest argument or most significant example unless some other more obvious beginning point is required. The first sentence of this paragraph should be **the topic sentence** of the paragraph that directly relates to the examples listed in the mini-outline of introductory paragraph.

A one sentence body paragraph that simply cites the example of Thomas Edison is not enough, however. Following this an effective essay will follow up on this topic sentence by explaining to the reader, in detail, who or what an example is and, more importantly, why that example is relevant. Then you need to explain exactly why this example proves your thesis. The importance of this step cannot be understated (although it clearly can be underlined); this is, after all, the whole reason you are providing the example in the first place. State directly why a particular example is relevant.

Here is an example of a body paragraph to continue the essay begun above:

The famed American inventor Thomas Edison rose to prominence in the late 19th century because of his successes, yes, but even he felt that these successes were the result of his many failures. He did not succeed in his work on one of his most famous inventions, the lightbulb, on his first try nor even on his hundred and first try. In fact, it took him more than 1,000 attempts to make the first incandescent bulb but, along the way, he learned quite a deal. As he himself said, "I did not fail a

thousand times but instead succeeded in finding a thousand ways that would not work.” Thus Edison demonstrated both in thought and action how instructive mistakes can be.

A Word on Transitions

You may have noticed that, though the above paragraph aligns very closely with the provided outline, there is one large exception: the first few words. These words are an example of a transitional phrase. They may include “furthermore,” “moreover,” but also “by contrast” and “on the other hand” and are the hallmark of good writing.

Transitional phrases are useful for showing the reader where one section ends and another begins. It may be helpful to see them as the written equivalent of the kinds of spoken cues used in formal speeches that signal the end of one set of ideas and the beginning of another. In essence, they lead the reader from one section of the paragraph to another.

To further illustrate this, consider the second body paragraph of our example essay:

In a similar way, we are all like Edison in our own way. Whenever we learn a new skill - be it making a speech, writing an essay or drafting a diplomatic note, we learn from our mistakes. Few, if any, are ready to go from training wheels to a marathon in a single day but these early experiences (these so-called mistakes) can help us improve our performance over time. We learn by doing and doing inevitably means making mistakes.

The Conclusion

Although **the conclusion paragraph** comes at the end of your essay it should not be seen as an afterthought. As the final

paragraph it represents your last chance to make your case and, as such, should follow an extremely rigid format.

One way to think of the conclusion is, paradoxically, as a second introduction because it does in fact contain many of the same features. While it does not need to be too long (four well-crafted sentences should be enough), it can make or break an essay.

Effective conclusions open with a concluding transition (“in conclusion,” “in the end,” etc.) and an allusion to the “hook” used in the introductory paragraph. After that you should immediately provide a restatement of your thesis statement.

This should be the fourth or fifth time you have repeated your thesis so while you should use a variety of word choice in the body paragraphs it is an acceptable idea to use some (but not all) of the original language you used in the introduction. This echoing effect not only reinforces your argument but also ties it nicely to the second key element of the conclusion: a brief (two or three words is enough) review of the three main points from the body of the paper.

Having done all of that, the final element and final sentence in your essay should be a “global statement” or “call to action” that gives the reader signals that the discussion has come to an end.

In the end, then, one thing is clear: mistakes do far more to help us learn and improve than success. As examples from both science and everyday experience can attest, if we treat each mistake not as a misstep but as a learning experience, the possibilities for self-improvement are limitless.

Taken together, then, the overall structure of a five paragraph essay should look something like this:

Introduction Paragraph

- An attention-grabbing “hook”
- A thesis statement
- A preview of the three subtopics you will discuss in the body paragraphs

First Body Paragraph

- Topic sentence which states the first subtopic and opens with a transition
- Supporting details or examples
- An explanation of how this example proves your thesis

Second Body Paragraph

- Topic sentence which states the second subtopic and opens with a transition
- Supporting details or examples
- An explanation of how this example proves your thesis

Third Body Paragraph

- Topic sentence which states the third subtopic and opens with a transition
- Supporting details or examples
- An explanation of how this example proves your thesis

Concluding Paragraph

- Concluding Transition, Reverse “hook,” and restatement of thesis
- Rephrasing main topic and subtopics
- Global statement or call to action.

More tips to make your essay shine

Planning Pays

Although it may seem like a waste of time (especially during exams where time is tight), it is almost always better to brainstorm a bit before beginning your essay. This should enable you to find the best supporting ideas rather than simply the first ones that come to mind and position them in your essay accordingly.

Your best supporting idea, the one that most strongly makes your case and, simultaneously, about which you have the most knowledge, should go first. Even the best-written essays can fail because of ineffectively placed arguments.

Aim for Variety

Sentences and vocabulary of varying complexity are one of the hallmarks of effective writing. When you are writing, try to avoid using the same words and phrases over and over again. A little variance can make the same idea sparkle.

If you are asked about “money,” you could try “wealth” or “riches”. At the same time, avoid beginning sentences with the dull pattern of “subject + verb + direct object”.

Practice! Practice! Practice!

In the end, remember that good writing does not happen by accident. Although we have tried to explain everything that goes into effective essay writing in as clear and concise a way as possible, it is much easier in theory than it is in practice.

As a result, we recommend that you practice writing sample essays on various topics. Even if they are not masterpieces at first, a bit of regular practice will soon change that and will make you better prepared when it comes to the real thing.

UNIT 2

SECTION 1

WHAT DOES A DIPLOMAT DO?

Diplomats or **envoys** represent their country **worldwide** in a variety of positions and capacities. Much of the job involves international travel and interaction with foreign **dignitaries**, as well as **assisting** citizens of their country visiting foreign countries, **refugees** and foreigners **seeking sanctuary**. All of this is done in the context of positively characterizing and defending their country's **political and social positions**. Diplomats must also report back to their country of origin on the **political climate** of the countries they visit.

Diplomats not only have **to be up to date** on **international current affairs**, but also be **savvy** at discussing potentially **incendiary** topics with everyone: from world leaders to **ordinary citizens**. This position requires the ability to assist in the development of foreign policy based on personal observances and carefully **scrutinized** political climates. Diplomats regularly negotiate treaties and agreements that affect international relations.

Although no two diplomats have the same workday, some duties are common to all of them. A diplomat spends a lot of time in meetings, some dealing with **local issues** and others that may affect world peace. Every meeting, **regardless of** its importance in the **realm of international relations**, must be reported upon and fully **documented**. Diplomats also commonly

update foreign country leaders on policy changes and other issues that **significantly affect** world relations.

Topical Vocabulary

envoy	պատվիրակ, դեսպանորդ
worldwide	ամբողջ աշխարհում
dignitary	բարձրաստիճան պաշտոնյա
to assist	օգնել, աջակցել
refugee	փախստական
to seek sanctuary	ապաստան փնտրել
political and social position	քաղաքական և սոցիալական դիրք/դիրքորոշում
political climate	քաղաքական մթնոլորտ
to be up to date	քաջատեղյակ լինել
international current affairs	միջազգային ընթացիկ խնդիրներ
savvy	արագ և լավ ըմբռնելու ունակություն
incendiary	սադրող, դրդող
ordinary citizen	հասարակ քաղաքացի
to scrutinize	մանրամասն ուսումնասիրել
local issue	տեղական խնդիր
regardless of	անկախ (ինչ-որ բանից)
the realm of international relations	միջազգային հարաբերությունների ասպարեզ
to document	արձանագրել և ներկայացնել մանրամասն
to affect significantly	էականորեն ազդել

Ex. 1 Suggest the Armenian translation for the English word combinations.

1. to seek sanctuary _____
2. political climate _____
3. personal observance _____
4. foreign policy _____
5. incendiary topics _____
6. to negotiate treaties _____
7. realm of international relations _____
8. to assist citizens _____

Ex. 2 Match the words in the left column with their synonyms in the right column.

- | | |
|--------------|------------------|
| 1. savvy | A. topic |
| 2. agreement | B. to help |
| 3. issue | C. understanding |
| 4. to assist | D. refuge |
| 5. sanctuary | E. treaty |

Ex. 3 Find in the text the English equivalents for the following Armenian words and word combinations.

1. պատվիրակ, դեսպանորդ _____
2. փախստական _____
3. բարձրաստիճան պաշտոնյա _____
4. ապաստան փնտրել _____
5. քաջատեղյակ լինել _____
6. արագ և լավ ըմբռնելու ունակություն _____
7. հասարակ քաղաքացիներ _____
8. տեղական խնդիրներ _____
9. քաղաքական մթնոլորտ _____

10. միջազգային ընթացիկ խնդիրներ _____
11. սաղրող, դրող _____

Ex. 4 Match the words in the left column with their definitions in the right column.

- | | |
|------------------|---|
| 1. savvy | A. to examine carefully or in minute detail |
| 2. to scrutinize | B. a place of refuge; asylum |
| 3. to document | C. to record or report in detail |
| 4. dignitary | D. shrewd; well-informed |
| 5. sanctuary | E. a person of high official position or rank |

Ex. 5 Translate the following sentences into Armenian paying attention to words and word combinations in bold.

1. The United Nations is sending **a special envoy** to the area.
2. We have offices in over 55 countries **worldwide**.
3. The explosion seems to have been caused by **an incendiary device**.
4. I suppose it's not **beyond the realm of possibility**.
5. They claimed the company had broken **the terms of the agreement**.
6. Thousands of people crossed the border, **seeking refuge from the war**.
7. Our mission **is to seek out the enemy** and destroy them.
8. **Refugees** were streaming across the border.
9. The law requires equal treatment for all, **regardless of race, religion or sex**.
10. We were all **deeply affected** by her death.

Ex. 6 Choose words from the group below to complete the passage. It may be necessary to change the form of the given words.

to look after; important; discrete; public; politics

When diplomats need to get anything done, they are not really bothered about what the general 1) _____ would think of them. What is more 2) _____ is what the states think of them. Diplomats deal in 3) _____, but they are not exactly politicians. They are 4) _____ but not always politically correct. They 5) _____ the interests of their states but not always the interest of their people.

Ex. 7 Translate the following sentences into English; practice using the vocabulary of Section 2.

1. Դիվանագետները պետք է ունենան արագ և լավ ըմբռնելու ունակություն:
2. Կան որոշ պարտականություններ, որոնք ընդհանուր են բոլոր դիվանագետների համար:
3. Դիվանագետները կանոնավոր կերպով բանակցում են պայմանագրերի և համաձայնագրերի շուրջ, որոնք վերաբերում են միջազգային հարաբերությունների:
4. Յուրաքանչյուր հանդիպում անկախ իր կարևորությունից պետք է մանրամասն ներկայացվի և արձանագրվի:
5. Դիվանագետները պետք է ունենան կարողություն՝ նպաստելու արտաքին քաղաքականության զարգացմանը:

Ex. 8 Comprehension and discussion questions

1. What is the job of a diplomat?
2. Which are the duties common to all diplomats?
3. What knowledge does the diplomat need to carry out his/her responsibilities?

Ex. 9 Sum up the text in writing using no more than five sentences.

SECTION 2

Advanced Reading

TEXT 2

DIPLOMATIC CORPS

The *diplomatic corps* or *corps diplomatique* is the collective body of foreign diplomats accredited to a particular country or body. As a body, they usually only assemble to attend state functions like a coronation, inauguration, national day or state opening of parliament, depending on local custom. They may also assemble in the royal or presidential palace to give their own head of state's New Year greeting to the head of state of the country in which they are based.

The term is sometimes confused with the collective body of diplomats from a particular country, the proper term for which is *diplomatic service* or *foreign service*.

In many countries the heads and the foreign members of the country offices of major international organizations (United Nations agencies, the European Union, the International Committee of the Red Cross, etc.) are considered members and granted the rights and privileges of the diplomatic corps.

In a great number of countries the longest-serving ambassador to a country is given the title Dean or Doyen of the Diplomatic Corps and is accorded a high position in the order of precedence. In many catholic countries the papal nuncio is considered to be the dean of the diplomatic corps regardless of the time of his accreditation. The dean instructs his colleagues on local diplomatic customs and heads the diplomatic corps.

Give short presentations on diplomatic corps (the definition, its functions, the Doyen's responsibilities, etc.). Use different sources to make your presentations informative and diverse.

❖ ***DID YOU KNOW THAT?***

- The rank of “Ambassador” was first awarded by the United States in 1893. Before this, the highest title was “Minister”.
- About 7 million visas are granted by US embassies around the world each year.
- The United States has diplomatic relations with 180 countries.
- Current United States diplomatic missions: 265.
- There are 10 possible diplomatic ranks at each post as dictated by bilateral diplomacy: Ambassador, Chargé d'affaires, Minister, Minister-Counselor, Counselor, First Secretary, Second Secretary, Third Secretary, Attaché, Assistant Attaché
- Six U.S. Presidents have served as Foreign Minister: John Adams (UK, Netherlands), William Henry Harrison (Colombia), James Monroe (France, UK), John Quincy Adams (UK, Netherlands, Russia, Germany), Thomas

Jefferson (France), and Martin van Buren (United Kingdom).

- Five nations don't have US ambassadorial exchanges: Bhutan, Cuba, Iran, North Korea, and the Republic of China (Taiwan).
- Only one person — the President — can nominate ambassadors but he can't do it by himself: one body of government — the Senate is needed to approve an ambassadorial appointment. (A President can make a recess appointment, but the Senate will still vote when they return to session and can revoke the appointment.)
- Publicly listed State Department salary for senior positions: \$130,000 - \$160,000
- Approximate percentage of “political” appointees vs. career diplomats: 25% / 75%
- The shortest term served by an American ambassador was approximately 16 days. In 1976, Ambassador Francis E. Meloy Jr. was assassinated en route to presenting his credentials to the President of Lebanon.
- Five US Ambassadors were slain on the job by acts of terrorism.

Ex. 10 Discuss the passage you read. Find more information on the topic and share it with your friends.

SECTION 3

CREATIVE TASKS

➤ **Develop the situations:**

1. You are 16. Your dream has always been to become a diplomat. Your father, however, is against it. He wants

you to continue the family tradition and become a doctor. Try and make your father understand why you would like to be a diplomat.

2. Great Britain has a long and rich history. Speak about one of the most remarkable events from the history of this country.
3. Life is full of ups and downs, joys and sorrows. Yesterday was one of the memorable days of your life. You took part in a public speaking competition. You had worked a lot for it. What happened when the competition began? Did you have any troubles?

- **Write an essay on the following topic:** “The 8th Wonder of the World”. Make use of the following essay writing tips.

SEVEN TIPS ON WRITING AN EFFECTIVE ESSAY

Writing an essay often seems to be a dreaded task among students. While an essay is a large project, there are many steps a student can take that will help break down the task into manageable parts. Following this process is the easiest way to draft a successful essay, whatever its purpose might be.

According to Kathy Livingston’s Guide to Writing a Basic Essay, there are seven steps to writing a successful essay:

1. Pick a topic.

You may have your topic assigned, or you may be given free reign to write on the subject of your choice. If you are given the topic, you should think about the type of paper that you want to produce. Should it be a general overview of the subject or a specific analysis? Narrow your focus if necessary.

If you have not been assigned a topic, you have a little more work to do. However, this opportunity also gives you the advantage to choose a subject that is interesting or relevant to you. First, define your purpose. Is your essay to inform or persuade?

Once you have determined the purpose, you will need to do some research on topics that you find intriguing. Think about your life. What is it that interests you? Jot these subjects down.

Finally, evaluate your options. If your goal is to educate, choose a subject that you have already studied. If your goal is to persuade, choose a subject that you are passionate about. Whatever the mission of the essay, make sure that you are interested in your topic.

2. Prepare an outline or diagram of your ideas.

In order to write a successful essay, you must organize your thoughts. By taking what's already in your head and putting it to paper, you are able to see connections and links between ideas more clearly. This structure serves as a foundation for your paper. Use either an outline or a diagram to jot down your ideas and organize them.

To create a diagram, write your topic in the middle of your page. Draw three to five lines branching off from this topic and write down your main ideas at the ends of these lines. Draw more lines off these main ideas and include any thoughts you may have on these ideas.

If you prefer to create an outline, write your topic at the top of the page. From there, begin to list your main ideas, leaving space under each one. In this space, make sure to list other smaller ideas that relate to each main idea. Doing this will allow you to see connections and will help you to write a more organized essay.

3. Write your thesis statement.

Now that you have chosen a topic and sorted your ideas into relevant categories, you must create a thesis statement. Your thesis statement tells the reader the point of your essay. Look at your outline or diagram. What are the main ideas?

Your thesis statement will have two parts. The first part states the topic, and the second part states the point of the essay.

4. Write the body.

The body of your essay argues, explains or describes your topic. Each main idea that you wrote in your diagram or outline will become a separate section within the body of your essay.

Each body paragraph will have the same basic structure. Begin by writing one of your main ideas as the introductory sentence. Next, write each of your supporting ideas in sentence format, but leave three or four lines in between each point to come back and give detailed examples to back up your position. Fill in these spaces with relative information that will help link smaller ideas together.

5. Write the introduction.

Now that you have developed your thesis and the overall body of your essay, you must write an introduction. The introduction should attract the reader's attention and show the focus of your essay.

Begin with an attention grabber (a hook). You can use shocking information, a quote, or a simple summary of your topic. Whichever angle you choose, make sure that it ties in with your thesis statement, which will be included as the last sentence of your introduction.

6. Write the conclusion.

The conclusion brings closure of the topic and sums up your overall ideas while providing a final perspective on your topic.

Your conclusion should consist of three to five strong sentences. Simply review your main points and provide reinforcement of your thesis.

7. Add the finishing touches.

After writing your conclusion, you might think that you have completed your essay. Wrong. Before you consider this a finished work, you must pay attention to all the small details.

Check the order of your paragraphs. Your strongest points should be the first and last paragraphs within the body, with the others falling in the middle. Also, make sure that your paragraph order makes sense. If your essay is describing a process, make sure that your paragraphs fall in the correct order.

Finally, review what you have written. Reread your paper and check to see if it makes sense. Make sure that sentence flow is smooth and add phrases to help connect thoughts or ideas. Check your essay for grammar and spelling mistakes.

UNIT 3

SECTION 1

DIPLOMATIC PRIVILEGES AND IMMUNITIES

The **privileges and immunities** of a diplomatic mission include special rights and privileges **accorded** under international law to foreign diplomatic missions, their heads and staff members.

In order that the diplomatic mission may perform its functions as the organ representing a state, its **activities** must be free from the control of the **authorities of the host state**. Even in **ancient** times this gave rise to the **institution of inviolability** of ambassadors under international law.

The primary basis for **assigning a special status** to such a specific organ of the state is in the need to **provide the conditions** that it needs to carry out its functions. However, it must also be remembered that the embassy represents a state, and that all the privileges and immunities that it **possesses** also follow from the basic principles of international law **governing** the relations among **equal and sovereign states**. This **dual** nature of diplomatic privileges and immunities is recorded in the **Preamble** to the Vienna **Convention** on Diplomatic Relations.

According to modern international law, the diplomatic mission is an organ of the state and its staff members are employees of a state agency. **Accordingly**, diplomatic privileges and immunities are divided into two categories, namely, privileges and immunities of the diplomatic mission and personal privileges and immunities of its staff members.

Topical Vocabulary

privileges and immunities	արտոնություններ և անձեռնմխելիություն
to accord (smth to smb)	շնորհել, ընձեռել
activity	գործունեություն
authorities of the host state	ընդունող երկրի իշխանություններ
ancient	հին, հնագույն
institution	կարգ, ավանդույթ (<i>այսպես</i>)
inviolability	անձեռնմխելիություն
to assign a special status	որոշակի կարգավիճակ սահմանել
to provide conditions	պայմաններ ապահովել
to possess	ունենալ
to govern	կառավարել, ղեկավարել
equal and sovereign states	հավասար և ինքնիշխան պետություններ
dual nature	երկակի բնույթ
preamble	ներածական մաս, ներածություն
Vienna Convention on Diplomatic Relations	Դիվանագիտական հարաբերությունների մասին Վիեննայի կոնվենցիա
accordingly	ուստի, հետևապես, այսպիսով

Ex. 1 Suggest the Armenian translation for the English word combinations.

1. to include special rights and privileges _____

2. to accord privileges to diplomatic missions _____

3. free activities _____
4. to give rise to smth _____
5. inviolability of ambassadors _____
6. primary basis for assigning a special status _____

7. to govern the relations among equal and sovereign states

8. Preamble to the Vienna Convention on Diplomatic Relations _____

9. employees of a state agency _____

Ex. 2 Find in the text the English equivalents for the following Armenian word combinations.

1. դիվանագիտական առաքելության ղեկավար և աշխատակազմի անդամներ _____

2. գործառույթներ իրականացնել _____

3. հնագույն ժամանակներում _____

4. միջազգային օրենքի համաձայն _____

5. պայմաններ սպառնալից _____
6. դիվանագիտական արտոնությունների և անձեռնմխելիության երկակի բնույթը _____

7. բաժանված լինել կարգերի/տեսակների _____

Ex. 3 Match the words in the left column with their synonyms in the right column.

- | | |
|------------------|-----------------|
| 1. to perform | A. immunity |
| 2. activities | B. specific |
| 3. inviolability | C. main |
| 4. sovereign | D. to carry out |
| 5. special | E. to have |
| 6. primary | F. independent |
| 7. to possess | G. functions |

Ex. 4 Match the words in the left column with their antonyms in the right column.

- | | |
|----------------|--------------|
| 1. foreign | A. modern |
| 2. special | B. dependent |
| 3. ancient | C. ordinary |
| 4. to remember | D. native |
| 5. free | E. secondary |
| 6. basic | F. to forget |

Ex. 5 Complete the following sentences using the required information from the text.

1. The privileges and immunities of the diplomatic mission include special rights and privileges accorded ...
2. The primary basis for assigning a special status to such a specific organ of the state is the need to provide ...
3. The activities of the diplomatic mission must be free from ...

4. According to modern international law, the diplomatic mission is an organ of the state and its staff members are ...
5. Diplomatic privileges and immunities are divided into ...

Ex. 6 Comprehension and discussion questions

1. What do diplomatic privileges and immunities include?
2. What is the reason for granting privileges and immunities to diplomatic missions?
3. Why do we speak of the dual nature of diplomatic privileges and immunities?
4. What categories are the diplomatic privileges and immunities divided into?
5. What do you know about the Vienna Convention on Diplomatic Relations?

Ex. 7 Sum up the text using no more than five sentences.

SECTION 2

Advanced Reading

TEXT 2

INVIOABILITY OF DIPLOMATIC PREMISES

The inviolability of the mission's premises means that the authorities of the host state cannot enter these premises except with the consent of the mission's head. The host state is especially responsible for taking all measures necessary to protect the mission's premises from any unwarranted entry or

damage, and for preventing all breaches of the mission's security and avoiding insults to its worthiness and reputation.

The term "premises of a mission" refers to the buildings or parts of buildings that are used by the mission for its own purposes, including the residence of the head of the mission, no matter to whom the right of ownership of these buildings may belong, including the land on which the given building or parts of buildings are located.

The mission's premises, its furnishings and any other property that they contain, and also vehicles employed by the mission, enjoy immunity from search, requisition, arrest and executive actions. But the inviolability of the mission's premises does not imply a right to use it as a refuge for persons pursued by authorities of the host state.

The mission's premises, whether owned or rented, are freed from all state, district and municipal taxes, duties and levies, except for those that are payments for specific type of service. The mission's archives, documents and official correspondence are inviolable at all times, independently of their location.

Ex. 8 Choose words from the group below to complete the passage. It may be necessary to change the form of the given words.

inviolable (2); inviolability; premises; to detain; entry; to enjoy; with; outrage

Personal immunity. The head of a diplomatic mission and the members of the diplomatic staff are 1)_____. They cannot be arrested or 2)_____ in any way. The host state has the duty to treat them 3)_____ due respect and to take all appropriate

measures to prevent any 4)_____ on their person, freedom or dignity.

The personal 5)_____ of a diplomat begins from the time of his 6)_____ into the territory of the host country and remains in effect until his departure.

The inviolability of residence. The diplomat's private residence 7)_____ the same inviolability and protection as the 8)_____ of his mission. All papers, correspondence and property of a diplomat, as well as his means of transportation, are also 9)_____.

❖ ***DID YOU KNOW THAT?***

Diplomatic couriers carry arguably the most important messages in the world. At the service of government institutions, they carry diplomatic bags and sensitive documents across the globe. Here are some little known facts about this tiny, yet crucial, aspect of courier services.

- Under the 1961 Vienna Convention on Diplomatic Relations, diplomatic couriers are granted diplomatic immunity, which means that they cannot be arrested or detained by any state while working. They must be allowed freedom to travel by all border guards, security forces and immigration officers.
- Those who work as diplomatic couriers are expected to travel for 75% of their work time, travelling in cargo planes as well as passenger planes, trains, cars and ships.
- Diplomatic couriers are among the only people in the world permitted to have multiple diplomatic passports and regular tourist passports, too. They can choose

which passport to use depending on which country they are entering. For example, when going to a country with poor diplomatic relations with their own, they might choose to use a regular tourist passport to avoid extra attention and perhaps questioning by authorities.

- It is a little known fact that pilots of commercial airlines are also permitted to transport diplomatic bags and documents between countries.
- The UK uses the Corps of Queen's Messengers to carry secret and important documents around the world. Often retired members of the Army, they travel in plain clothes in business class on tourist airlines. They must not be separated from the case they carry, which has its own diplomatic passport, and it does not go through normal baggage checks or investigations by airport, security or customs staff.

Ex. 9 Discuss the passage you read. Which piece of information was the most surprising to you?

SECTION 3

CREATIVE TASKS

➤ **Discuss the following topics:**

1. Why does diplomacy matter?
2. Challenges that diplomats face in the 21st century.
3. What is the difference between diplomacy and foreign policy?

➤ **Write an essay on the following topic:** "Armenian Values vs European Values".

UNIT 4

SECTION 1

PUBLIC DIPLOMACY

Public diplomacy is **defined** in different ways, but broadly it is a term used to describe a government's efforts **to conduct** foreign policy and **promote** national interests through direct **outreach** and communication with the population of a foreign country.

Public diplomacy activities include providing information to foreign publics through **broadcast** and Internet media and at libraries and other outreach **facilities** in foreign countries; conducting cultural diplomacy, such as art exhibits and music performances; and **administering** international educational and professional **exchange programs**.

The United States has long sought to influence the peoples of foreign countries through public diplomacy. After World War II, during which the US military conducted most information and communication activities, authority for US public diplomacy was placed in civilian hands.

During the Cold War, the United States Information Agency (USIA) led US public diplomacy **efforts**, with a primary **mission** of combating Soviet propaganda and the **spread** of communism. Once the Soviet Union **dissolved** in 1991, USIA's role was **diminished**, and its **resources** were reduced during the 1990s. Finally, USIA was **abolished** in 1999 as part of a post-Cold War reorganization, with public diplomacy responsibilities folded into the Department of State.

Topical Vocabulary

to define	սահմանել
to conduct	վարել
to promote	նպաստել, օժանդակել, աջակցել
outreach	հասանելիություն
broadcast	հեռուստահաղորդում, հեռարձակում
facilities	հարմարություններ, միջոցներ
to administer	ղեկավարել, իրականացնել
exchange program	փոխանակման ծրագիր
effort	ջանք
mission	առաքելություն
spread	տարածում
to dissolve	փլուզ(վ)ել, քայքայ(վ)ել
to diminish	պակասել, նվազել, թուլանալ
resources	միջոցներ, պաշարներ
to abolish	վերացնել, ոչնչացնել

Ex. 1 Match the words in the left column with their synonyms in the right column.

- | | |
|----------------|--------------------|
| 1. to conduct | A. to assist |
| 2. to promote | B. to disintegrate |
| 3. to define | C. to weaken |
| 4. to dissolve | D. to administer |
| 5. to abolish | E. to destroy |
| 6. to diminish | F. to explain |

Ex. 2 Find in the text the English equivalents for the following Armenian word combinations.

1. վարել արտաքին քաղաքականություն _____

2. նպաստել ազգային շահերին _____

3. անմիջական հասանելիություն _____

4. ապահովել տեղեկատվությամբ _____

5. երաժշտական ներկայացում _____

6. իրականացնել կրթական ծրագրեր _____

7. փոխանակման մասնագիտական ծրագրեր _____

8. հիմնական առաքելություն _____

9. կոմունիզմի տարածում _____

10. հանրային դիվանագիտություն _____

Ex. 3 Match the words in the left column with their definitions in the right column.

- | | |
|----------------|---|
| 1. broadcast | A. to destroy completely |
| 2. to dissolve | B. to cause to disappear or vanish |
| 3. to seek | C. the state or position of being responsible |

- | | |
|-------------------|--|
| 4. to define | D. to try to find by searching; to look for |
| 5. to abolish | E. a transmission or programme on radio or television |
| 6. responsibility | F. to state the precise meaning of (a word or sense of a word) |

Ex. 4 Choose words from the group below to complete the passage. It may be necessary to change the form of the given words.

differing views; a host country; to engage; to differ; diverse; in addition to; to deal

Public diplomacy 1)_____ from traditional diplomacy in that public diplomacy 2)_____ not only with governments but primarily with non-governmental organizations and individuals. Furthermore, public diplomacy activities often present many 3)_____ as represented by private individuals and organizations 4)_____ official government views.

Traditional diplomacy actively 5)_____ one government with another government. In traditional diplomacy, embassy officials represent the government in 6)_____ primarily by maintaining relations and conducting official business with the officials of the host government whereas public diplomacy primarily engages 7)_____ non-government elements of a society.

Ex. 5 Translate the following sentences into English; practice using the vocabulary of Unit 4.

1. Դիվանագիտությունը մի տերմին է, որն օգտագործվում է նկարագրելու կառավարության ջանքերը արտաքին քաղաքականություն վարելիս:
2. Նրանց խնդիրը օտարերկրյա պետություններին տեղեկատվություն տրամադրելն է:
3. Կազմակերպությունը ղեկավարում էր միջազգային կրթական և փոխանակման մասնագիտական ծրագրեր:
4. Երբ Սովետական Միությունը փլուզվեց 1991թ.-ին, շատ երկրներ անկախացան:
5. Միացյալ Նահանգները ձգտել է ազդեցություն ունենալ օտարերկրացիների վրա հանրային դիվանագիտության միջոցով:

Ex. 6 Comprehension and discussion questions

1. How is public diplomacy defined?
2. What can you say about the activities of public diplomacy?
3. What was the primary mission of the United States Information Agency (USIA)?
4. What happened with the USIA during the 1990s?

Ex. 7 Sum up the text using no more than five sentences.

SECTION 2

Advanced Reading

TEXT 2

SECRET DIPLOMACY

Throughout the time of diplomatic activity, secrecy has been at the very heart of its operations. Secret diplomacy implies informal and discreet talks between state and other actor officials. At the foundation of secret diplomacy lies the ambition to discretely express one nation's positions, opinions, as well as threats without making them public.

Secret diplomacy creates space for dialogue under peaceful means, opening up opportunities for resolution and agreement without risking the international reputation of the parties involved. Being a proponent of secret diplomacy, the second Secretary-General of the United Nations, Dag Hammarskjöld (1905-1961) persistently believed in and advocated the efficiency of managing sensitive issues with secrecy.

Secret diplomacy has at times been highly criticized. There has been general discontent among the public with regards to activity and results. Not being able to participate in decisions and steps behind closed doors, the public often point to secret diplomacy's inefficiency and inactivity. However, this is not always the case. Diplomatic cases may be so sensitive that speaking publicly can seriously harm and damage the situation at hand and the opportunities for reaching a solution. Consequently, the term "quiet" diplomacy, often used with regard to secret diplomacy, can be highly misleading. Diplomatic contacts are neither quiet nor passive; they are simply talks and dialogues founded on familiarity and trust. It is

this familiarity and trust, combined with confidentiality and discretion that help build the confidence needed to address sensitive issues within crisis management; hence they cannot be made public.

On the other hand, with secret diplomacy one can never really fully understand the complete content and bargaining taking place within it. Additionally, one might suggest that secret diplomacy does not fully incorporate democratic values, thus the legitimacy of it as to its level of transparency becomes questionable. Moreover, it is evident that secret diplomacy is systematically unobservable, thus, including this phenomenon into the study of international relations seems both challenging and supposedly unachievable.

Some analysts claim that as secret diplomacy offers the opportunity to a peaceful and quiet solution, that is, without involving the rest of the population as well as the international community, it does so by letting the defendant state concede to a certain threat or challenge quietly, thus upholding the status quo intact without any unnecessary attention aimed at it.

Ex. 8 Debate: Public Diplomacy vs. Secret Diplomacy Read the following before you start debating. The tips will help you organize the debate.

Chairperson's Debating Script with Class Participation

Write in the motion and fill in the names before start time.

Silence please. The motion being debated today is:

Be it resolved that _____

On my right, speaking for the motion are:

On my left, speaking against the motion are:

So, I now call on the proposer _____

to speak.

Thank you. I now call on the opposer _____

to speak.

Thank you. I now call on the proposer's seconder _____

to speak.

Thank you. I now call on the opposer's seconder _____

to speak.

Thank you. I now open the debate to the class. Please, raise your hand and speak only when I say so. Please stand when speaking. You may make a statement about the motion or ask a question to any of the speakers who may answer you after you have finished and I give them permission to speak. Are there any questions or statements from the class?

Thank you. Next question or statement from the class?

1. I now close the debate to the class. One person from each side will sum up, and I ask the proposer to start.

2. Thank you. I now ask the opposer to sum up.

3. Thank you. I will now reread the motion which is: Be it resolved that _____

4. Put your hands up if you vote **FOR** the motion _____

5. Put your hands up if you vote **AGAINST** the motion _____.

6. Put your hands up if you are **NEUTRAL** or **ABSTAIN**_____.

Thank you. I declare that _____ voted for the motion and so the motion is carried. I declare the debate over. Thank you.

Thank you. I declare that _____ voted for the motion and so the motion is defeated. I declare the debate over. Thank you.

Ex. 9 Discuss the passage you read. Find more information on the topic and share it with your friends.

SECTION 3

CREATIVE TASKS

➤ **Discuss the following questions.**

1. Do you enjoy debating politics with your friends? Do they have similar views to yours?
2. Do you think people's political views change over their lifetime? Have your views changed much?
3. Would you like to be a politician? Why yes? Why not?
4. Why do you think people get involved in politics?
5. What, in general, do you think are the qualities of a good political leader?

➤ **Write an essay on the following topic:** "Can Terrorism Be Justified?"

UNIT 5

SECTION 1

DEMOCRACY

Democracy is the most **popular** form of government in the modern times. The term democracy comes from the Greek demos (meaning the people) and kratia (meaning rule). Another **familiar** name of Democracy is “Government by consent”. In simple words it may be any **scheme** of government in which people **are allowed to take part** as a matter of right. It may be of two kinds: **direct** and **indirect**. Indirect democracy is **in vogue** these days. It is also called **representative democracy** or government through representatives.

Democracy has many **merits**. First, it works for the **betterment** of the common man. Second, it is **based on equality**. Every citizen is thought to be equal to **law**. Third, it gives people the right to change the government through **vote**. Fourth, it gives birth to a **stable** government because it **reduces** the **danger of revolt**. Fifth, in democracy more importance is given to the education of man. It gives people the sense of responsibility.

Topical Vocabulary

popular	տարածված
familiar	հայտնի, ծանոթ
scheme	համակարգ
to allow	թույլ տալ
to take part in	մասնակցել

direct	ուղղակի, չմիջնորդավորված
indirect	անուղղակի, միջնորդավորված
to be in vogue	ընդունված լինել
representative democracy	ներկայացուցչական ժողովրդավարություն
merit	արժանիք
betterment	բարելավում
to be based on	հիմնված լինել (ինչ-որ բանի վրա)
equality	հավասարություն
law	օրենք
vote	քվեարկում, քվեարկություն
stable	կայուն
to reduce	կրճատել, նվազեցնել
danger of revolt	ապստամբության վտանգ

Ex. 1 Suggest the Armenian translation for the English word combinations.

- popular form of government _____

- familiar name _____

- any scheme of government _____

- to be allowed to take part in _____

- to be in vogue these days _____

6. to have many merits _____

7. for the betterment of _____

8. to be based on equality _____

9. to reduce the danger of revolt _____

10. sense of responsibility _____

Ex. 2 Match the words in the left column with their synonyms in the right column.

- | | |
|---------------|----------------|
| 1. popular | A. improvement |
| 2. familiar | B. plan |
| 3. scheme | C. famous |
| 4. betterment | D. steady |
| 5. stable | E. widespread |

Ex. 3 Find in the text the English equivalents for the following Armenian words and word combinations.

1. կառավարման ամենատարածված ձևը _____

2. ունենալ շատ արժանիքներ _____

3. ի բարօրություն հասարակ մարդու _____

4. հավասար լինել օրենքի առաջ _____

5. քվեարկության միջոցով _____
6. կայուն կառավարություն _____
7. փոքրացնել վտանգը _____
8. պատասխանատվության զգացում _____

Ex. 4 Match the words in the left column with their definitions in the right column.

- | | |
|---------------|---|
| 1. vogue | A. the quality of being good and deserving praise |
| 2. merit | B. a rebellion or uprising against authority |
| 3. to allow | C. a change for the better; improvement |
| 4. betterment | D. to permit; to let |
| 5. revolt | E. a period of popularity |

Ex. 5 Fill in the blanks with a suitable word and make necessary changes.

popular; popularity; popularly

1. The government has little _____ support among women voters.
2. The _____ of the Internet has soared.
3. The President of Korea is _____ elected every five years.

4. Vitamin C is _____ believed to prevent colds.
5. The President is very _____ with Jewish voters.
6. The president's _____ has declined considerably.

Ex. 6 Translate the following sentences into English; practice using the vocabulary of Section 5.

1. Ժողովրդավարությունը հիմնված է հավասարության վրա:
2. Բոլորը հավասար են օրենքի առաջ:
3. Ժողովրդավարությունը կայուն կառավարության հիմքն է:
4. Մարդիկ ունեն պատասխանատվության զգացում:
5. Ժողովրդավարությունը նվազեցնում է ապստամբության վտանգը:

Ex. 7 Comprehension and discussion questions

1. How is democracy defined?
2. Which are the two types of democracy?
3. What are the key features of diplomacy?
4. How does democracy work for the benefit of people?

Ex. 8 Sum up the text using no more than five sentences.

SECTION 2

Advanced Reading

TEXT 2

BASIC FORMS OF DEMOCRACY

Democracy may take one of two basic forms. In a **direct democracy**, people govern themselves by voting on issues individually as citizens. Perhaps the most prominent example of direct democracy was ancient Athens. Although the Athenians excluded women, slaves, and foreigners from voting, the Athenian democratic system required all citizens to take a vote on all major issues. Under the Athenian system, citizens were actively and constantly involved in the running of political life. Even the verdict of every single court case was decided by a vote of the assembly.

Nowadays direct democracy exists only in very small societies where citizens can actually meet regularly to discuss and decide key issues and problems. Although Switzerland is not a true direct democracy, any law that is passed by the national legislative branch can be vetoed by the general public if put to a public vote. Additionally, citizens can directly petition to change the Constitution through a direct vote on an amendment. In some districts of Switzerland, they still have assemblies, where people gather in open air on a certain day to decide and vote on the laws of their society. This makes Switzerland the most prominent modern democracy to use elements of direct democracy.

In **indirect** or **representative democracy**, people elect representatives and give them responsibility and power to make laws and conduct government. An assembly of the people's representatives may be called a council, a legislature, a congress

or a parliament. Representative democracy is practiced in cities, states, provinces, and countries where the population is too large to meet regularly in one place. For many nations today the term representative democracy means a system of limited government where people are the ultimate source of governmental power.

Ex. 9 Comprehension and discussion questions

1. Describe the two basic forms of democracy.
2. Why is it impossible to establish direct democracy within a whole country nowadays?

❖ *DID YOU KNOW THAT?*

- There are 10 million people in Sweden, of whom about 2 million are under the age of 18. Eighty-five percent of them live in cities. Sweden is a very multicultural country: 15 per cent of Swedes were born in another country, while about one in five children in Sweden has a family with roots in another country.
- Sweden was the first in the world with freedom of the press (1766), and is at the top of global press freedom rankings.
- Swedes hold nature in high esteem, which is one reason why environmental issues are so important there. Only one per cent of solid waste goes to landfill in Sweden, with the rest recycled or used to produce heat, electricity or vehicle fuel in the form of biogas. Renewable energy sources account for nearly half of Swedish energy production.
- Sweden is one of the world's most innovative nations, and it has been called the most digitally connected economy. Swedes are early adopters of new technology

and the country's non-hierarchical society creates a fertile environment for new ideas.

SECTION 3

CREATIVE TASKS

Ex. 10 Develop the situations.

1. The large cities of the USA are well-known in the world. Speak about the US capital or any other large city of America, its main tourist attractions. What city of the United States would you like to visit and why?
2. You are a vegetarian and never eat meat. You think that meat food is not healthy and besides, in your opinion it is not fair to animals. One day you were invited to an official meeting to the company where you would like to work and where you had applied for a job. The meeting was followed by a reception. When you came up to the table set for the guests, you understood that there was meat in all the dishes served. What would you do?
3. Speak about some day when all went wrong from the very start. You overslept. On the bus you found out that you had left your purse at home. You were late for a very important meeting. The bus moving at a very high speed spoiled your clothes. When you began to warm your dinner, you burnt it. You can make up another scenario. Speak about your feelings and how you will deal with the situation.

➤ **Write an essay on the following topic:** “Is Honesty Always the Best Policy?”

UNIT 6

SECTION 1

PARTIES AND PARTY SYSTEMS

People rule in a democracy, but the voice and the **will** of the individual citizen can easily be lost in large and diverse **nations**. One way that the citizens **ensure** that government knows their **views** is for them to organize into groups that **wield** political power. One example of such a group is the political party.

A political party is a group of people with **broad common** interests who organize to win elections, control government and **thereby influence** government policies. Although most nations have one or more political parties, the role that parties play **differs** with each nation's political system.

In nations that allow more than one political party, the most common political system today is the multiparty system. France, for example, has 5 **major** parties, and Italy has 10. In such countries voters have **a wide range of choices** on Election Day. The parties in a multiparty system often represent widely differing ideologies or basic beliefs about government.

In a multiparty system one party rarely gets enough support to control the government. Several parties often combine forces to **obtain** a majority and form a coalition government. Coalitions may **break down** when disputes arise, requiring new elections. Thus, many nations with multiparty systems are politically unstable.

Only about a dozen nations have systems where only two parties **compete** for power. Although minor parties may exist in

these democracies, two major parties dominate government. In the United States, they are the Republican Party and the Democratic Party.

Topical Vocabulary

will	կամք
nation	երկիր, պետություն
to ensure	ապահովել
view	տեսակետ, կարծիք
to wield	իշխանություն ունենալ
broad	բազմազան
common	ընդհանուր
thereby	այսպիսով
to influence	ազդել
to differ	տարբերվել
major	գլխավոր, հիմնական
a wide range of choices	ընտրության լայն հնարավորություններ
to obtain	ձեռք բերել
to break down	կազմալուծվել
to compete	մրցակցել, պայքարել

Ex. 1 Suggest the Armenian translation for the English word combinations.

1. to wield political power _____
2. broad common interests _____
3. multiparty system _____
4. major/minor parties _____
5. to respect widely differing ideologies _____

6. basic beliefs about government _____
7. to combine forces to obtain a majority _____

Ex. 2 Find in the text the English equivalents for the following Armenian word combinations.

1. անհատ քաղաքացու կամքը _____
2. քաղաքական իշխանություն ունենալ _____
3. հաղթել ընտրություններում _____
4. ազդել կառավարության քաղաքականության վրա _____
5. այսօր ամենահաճախ հանդիպող քաղաքական համակարգը _____
6. մեծապես տարբերվող գաղափարախոսություններ _____

Ex. 3 Match the words in the left column with their antonyms in the right column.

- | | |
|-------------|---------------|
| 1. majority | A. steady |
| 2. broad | B. frequently |
| 3. unstable | C. to forbid |
| 4. to allow | D. minority |
| 5. rarely | E. narrow |

Ex. 4 Comprehension and discussion questions

1. What is the way for people to ensure that government knows their interests?
2. What are the main functions of political parties?
3. Why are nations with multiparty systems said to be unstable?
4. In your opinion, which party system is the best?

Ex. 5 Sum up the text using no more than five sentences.**SECTION 2****Advanced Reading****TEXT 2****MAJOR PARTIES OF MAJOR ENGLISH-SPEAKING COUNTRIES****The United Kingdom**

In the United Kingdom of Great Britain and Northern Ireland the political party system has evolved since the eighteenth century, and since the first half of the nineteenth century has been essentially a two-party system. Today this two-party contest is between the Conservative Party (still known by its previous nickname, the “Tories”) and the Labour Party, which emerged at the end of the nineteenth century as a result of the decline of the Liberal Party.

The Conservative Party is the party of the Right, identified with the idea of economic freedom. Its support tends to lie with the wealthier classes, receiving much money from major business and financial institutions. It gives emphasis to the

importance of law and order and the maintenance of strong armed forces to protect British interests. Conservatives don't generally express their disagreement with the leadership publicly.

The Labour Party is possibly more democratic, with more open disagreements between the leadership and other party members. Labour is preeminently the party of social justice, though its emphasis is less on equality than on the achievement of wellbeing and opportunity for all members of the society. Traditionally it has been committed to public ownership of major industries and to economic planning.

The Liberal Party, which traces its origins to the eighteenth century "Whigs", merged with the new Social Democratic Party in 1988 to become the Liberal Democrats. It seeks to attract the votes of the middle ground between Labour and the Conservatives.

The current Prime Minister of the UK is Theresa May, the leader of the Conservative Party.

The United States of America

The American political system is dominated by two political parties: the Democratic Party and the Republican Party (often known as the "Grand Old Party" or GOP). These are very old and very stable parties: the Democrats go back to 1824 and the Republicans were founded in 1854.

In illustrations and promotional materials the Democratic Party is often represented as a donkey, while the Republican Party is featured as an elephant. The origin of these symbols is the political cartoonist Thomas Nast who came up with them in 1870 and 1874 respectively.

The main difference between the two US parties is their political orientation. The Democratic Party is left-leaning, liberal and usually associated with progressiveness and equality. The Republican Party, instead, is right-leaning, traditional and associated with equality and economic freedom.

Some people tend to view the division between the Democratic Party and the Republican Party in the United States as the same as that between Labour and Conservative parties in Britain. However, the analogy has many weaknesses.

Donald Trump is the 45th and current president of the United States (the Republican Party).

Ex. 6 Make a short presentation on an outstanding political figure representing one of the major parties of the UK or the USA.

❖ ***DID YOU KNOW THAT?***

- The Chinese used fingerprints as a method of identification as far back as AD 700.
- In 1980, there was only one country in the world with no telephones: Bhutan.
- One out of five people in the world (1.1 billion people) live on less than \$1 per day.
- Alexander the Great invented a spying technique still used today: he had his soldiers write letters home, which he then intercepted and read to discover who was against him.
- Flying from London to New York by Concorde, due to the time zones crossed, you could arrive 2 hours before you left. (A typical London to New York crossing by this

supersonic aircraft would take a little less than three and a half hours as opposed to about eight hours for a subsonic flight).

SECTION 3

CREATIVE TASKS

Ex. 7 Comment on the following quotations.

1. In politics, what is believed becomes more important than what is true.

Charles Maurice de Talleyrand

2. The aim of war is to be able to live in peace.

Cicero, 78 BC

3. To jaw-jaw is always better than to war-war.

Winston Churchill

4. A wise man never knows all, only fools know everything.

African proverb

5. Wise men speak because they have something to say;
Fools because they have to say something.

Plato

6. Speech was given to man to disguise his thoughts.

Charles Maurice de Talleyrand

7. Above all, not too much zeal!

Talleyrand's warning to young diplomats

- **Write an essay on the following topic:** “Why Is Napoleon Remembered as a Hero, while Hitler – as a Villain?”

UNIT 7

SECTION 1

THE ORIGINS OF THE CIVIL SERVICE SYSTEM

Historians believe that public government officials – **civil servants** – **date back** to the early civilizations of the Middle East. The longest stable civil service in history, however, first developed in China.

China's civil service **established** and **elaborated** the world's greatest system of **hiring** personnel on **competitive basis**. The idea to merit rating for **promotions**, which is a **characteristic** of modern civil service systems, also originated within the Chinese system.

The basic characteristic of China's civil service system was an educated and honest **bureaucracy**. Candidates were tested not only on their **grasp** of specific topics of government, but also on their knowledge of history, literature, poetry and art. **Frequently**, only one out of every one hundred candidates passed the examinations and won a **position**. Every several years **thereafter**, **office holders** were tested again. The result, **along with** periodic merit ratings based on **job performance**, **determined** whether they received a promotion, **retained** their present level or were **dismissed**. Some type of civil service examinations became an **accepted** practice in many later civil systems.

Today the civil service in many countries shares several common characteristics. **In particular**, they hold examinations for **appointment** and promotions based on merit. At the same

time, the civil service of every country maintains individual characteristics based on the specific system of government and **values**.

Topical Vocabulary

civil servant	քաղծառայող, քաղաքացիական ծառայող
to date back	սկիզբ առնել
to establish	ստեղծել, հաստատել
to elaborate	խնամքով, մանրամասն մշակել
to hire	վարձել
competitive basis	մրցակցային սկզբունք
promotion	առաջադիմություն (ծառայության մեջ)
characteristic	բնորոշ գիծ, առանձնահատկություն
bureaucracy	1) բյուրոկրատիա 2) պետական կառավարման մարմիններ
grasp	ըմբռնում, յուրացում
frequently	հաճախ
position	պաշտոն
thereafter	դրանից հետո
office holder	պաշտոն զբաղեցնող անձ
along with	հետ, միասին
job performance	աշխատելը, գործելը
to determine	որոշել
to retain/to maintain	պահպանել
to dismiss	հեռացնել (աշխատանքից)
accepted	ընդունված

in particular	մասնավորապես
appointment	նշանակում (պաշտոնի)
value	արժեք

Ex. 1 Suggest the Armenian translation for the English word combinations.

1. to date back to early civilizations _____

2. the longest civil service in history _____

3. to hire personnel _____
4. specific topics of government _____
5. to win a position _____
6. periodic merit rating _____
7. promotion based on merit _____
8. to maintain individual characteristics _____

Ex. 2 Find in the text the English equivalents for the following Armenian words and word combinations.

1. մրցակցային սկզբունքով _____

2. պետական կառավարման մարմինների կրթված և ազնիվ աշխատակիցներ _____

3. ընդունված կարգ _____
4. ընդհանուր գիծ/առանձնահատկություն _____

5. մասնավորապես _____

6. պաշտոնի նշանակման համար քննություն անցկաց-
նել _____

Ex. 3 Match the words in the left column with their synonyms in the right column.

- | | |
|-------------------|----------------|
| 1. to establish | A. fundamental |
| 2. stable | B. together |
| 3. to develop | C. to maintain |
| 4. basic | D. steady |
| 5. frequently | E. to found |
| 6. thereafter | F. typical |
| 7. along with | G. often |
| 8. to retain | H. to flourish |
| 9. characteristic | I. afterwards |

Ex. 4 Comprehension and discussion questions

1. Where does civil service originate from?
2. What was the basic characteristic of China's civil service?
3. How were the candidates for the Chinese civil service selected?
4. What characteristics are shared by civil service in different countries nowadays?

Ex. 5 Say if the following statements are true or false.

1. Civil service originated in China.
2. China's civil service differed from others by certain characteristics.
3. In China it was essential for candidates to have a good knowledge of their speciality only.

4. In China it was easy for candidates to get a job in civil service.
5. It used to be impossible to dismiss a civil servant in China.
6. Civil service today has many features that are almost the same in different countries.

Ex. 6 Sum up the text using no more than five sentences.

SECTION 2

Advanced Reading

TEXT 2

WHAT DO FOREIGN SERVICE OFFICERS DO?

For centuries maintaining relationships between nations through the exchange of representatives has been the task of diplomacy. Foreign Service work is on the front line of the process by which nations establish and maintain official contact with one another in pursuing their respective goals, objectives, interests and policies. It embraces the making, implementation and support of foreign policy at all levels at home and abroad.

The growth in the number and importance of international organizations brings new demands for competence in multilateral diplomacy. Hand-in-hand with this development is the growing importance of a range of increasingly technical issues which require new skills and better insights into the foreign policy implications of such areas as science and technology, drugs and refugee affairs.

Political officers analyze and report on political matters that affect the national interests of their country. They convey their

government's views on political issues to foreign officials, negotiate agreements and maintain close contact with political leaders, third country diplomats and others of influence.

Political work requires an ability to report and interpret events and trends in a variety of cultures and political systems. Officers must be able to communicate rapidly and concisely and be flexible in handling diverse responsibilities, especially at smaller posts.

Some political officers have more specialized duties. They may become area specialists, knowledgeable about the language, history, culture and politics of a nation or region. Political officers may also serve as science attaches abroad.

A typical week for a political officer overseas might include: reporting on a foreign election or change of government, seeking support for his country's foreign policy initiative, analyzing a border dispute, briefing or suggesting remarks for a visiting senior official, and perhaps, escorting the official, while handling the daily flow of cables and correspondence relating to the visit.

Success in the Foreign Service requires a strong command of the mother tongue as well as of a foreign language. All Foreign Service officers must be able to speak and write clearly, concisely and correctly. The success of much of their work depends on their ability to speak and write persuasively and to analyze and defend policies and proposals.

Ex. 7 Discuss the duties and responsibilities of Foreign Service officers.

❖ DID YOU KNOW THAT?

- Germany borders 9 other countries: Denmark, Poland, the Czech Republic, Austria, Switzerland, France, Belgium, Luxembourg and the Netherlands.
- In developed countries 27% of food is thrown away.
- More than 75% of all countries are north of the equator.
- The Parliament of Iceland is the oldest still acting parliament in the world. It was established in 930.

SECTION 3

CREATIVE TASKS

Ex. 8 Leadership Game: *The Bomb Shelter Exercise*

The World is coming to an end. There is one bomb shelter adequately constructed and supplied to allow six individuals to survive the onslaught of nuclear bombs and live to rebuild society. You and your group have been chosen to select the six people who will continue the human race. *Choose wisely.* Begin by individually ranking who should survive (1-6; 1=highest priority) and who cannot (7-12; 12=lowest priority).

1. A pregnant woman (24 years old)
2. The pregnant woman's husband (32 years old), an accountant
3. A young girl of 21, a dancer
4. A policeman (45 years old)

5. A writer (71 years old)
6. A schoolteacher (a woman), 41 years old, not married
7. A professional sportsman (31 years old)
8. A priest (50 years old)
9. A nun (39 years old)
10. A student of Medical University (21 years old)
11. A mathematician (a man of 40)
12. An agricultural scientist (a woman of 28).

First, each student chooses 6 people. Then 2-5 groups are formed. Each group selects 6 people. Then the groups get together to make a final conclusion, selecting 6 people to survive and create new life on earth.

The teams win if at the end of the game all the teams are able to make a joint final conclusion. If the final conclusion is made and the majority doesn't agree to it, the teams lose. The game also shows who the leader of each team is.

- **Write an essay on the following topic:** “Does Competition among Students Play a Positive or a Negative Role?”

UNIT 8

SECTION 1

WHAT ARE HUMAN RIGHTS?

Every person **is entitled** to certain **fundamental rights**, simply by the fact of being human. These are called “**human rights**” rather than a privilege.

They are rights because they are things you are allowed to do or to have. These rights are for your **protection** against people who might want to harm or hurt you. They also help you **get along** with each other and live in peace.

Many people know something about their rights. Generally, they know they have the right to food and a safe place to stay. They know they have a right to be paid for the work they do. But there are many other rights.

When human rights are not well known by people, **abuses** such as **discrimination, intolerance, injustice, oppression** and slavery can arise.

Born out of the **atrocities** and enormous loss of life during World War II, the United Nations Universal Declaration of Human Rights was signed in 1948 to provide a common understanding of what everyone’s rights are. It forms the basis for a world built on freedom, justice and peace.

What it Means to Violate Human Rights

There is now **near-universal consensus** that all individuals are entitled to certain basic rights **under any circumstances**. These include certain civil liberties and political rights, the most fundamental of which is the right to life and **physical safety**.

Human rights are the **articulation** of the need for justice, tolerance, **mutual respect**, and **human dignity** in all of our activity. Speaking of rights allows us to express the idea that all individuals are part of the scope of **morality** and justice.

To protect human rights is to ensure that people receive some degree of **decent, humane treatment**. To **violate** the most basic human rights, **on the other hand**, is to **deny** individuals their fundamental moral **entitlements**. It is, in a sense, to treat them as if they are less than human and **undeserving** of respect and dignity. Examples are acts typically **deemed** “crimes against **humanity**”, including genocide, **torture**, slavery, **rape**, **enforced sterilization** or **medical experimentation** and **deliberate starvation**. Because these policies are sometimes **implemented** by governments, limiting the **unrestrained** power of the state is an important part of international law. **Underlying** laws that prohibit various crimes against humanity is the principle of nondiscrimination and the notion that certain basic rights apply universally.

Topical Vocabulary

to be entitled	իրավունք ունենալ
fundamental rights	հիմնարար իրավունքներ
human rights	մարդու իրավունքներ
protection	պաշտպանություն
to get along	հաշտ սպրել
abuse	չարաշահում
discrimination	խտրականություն
intolerance	անհանդուրժողականություն
injustice	անարդարություն
oppression	ճնշում

atrocities	դաժանություն
near-universal	գրեթե համընդհանուր
consensus	համաձայնություն
under any circumstances	ցանկացած պարագայում
physical safety	ֆիզիկական անվտանգություն
articulation	արտահայտում
mutual respect	փոխադարձ հարգանք
human dignity	մարդկային արժանապատվություն
morality	բարոյախոսություն
decent, humane treatment	պատշաճ, մարդկային վերաբերմունք
to violate	խախտել
on the other hand	մյուս կողմից
to deny	մերժել
entitlement	իրավունք
undeserving	անարժան
to deem	համարել
humanity	մարդկություն
torture	տանջանք, չարչարանք
rape	բռնաբարություն
enforced sterilization	պարտադրված ամլացում
medical experimentation	բժշկական փորձարկում
deliberate	կանխամտածված, միտումնավոր
starvation	սովի մատնելը
to implement	իրականացնել
unrestrained power	անսահմանափակ իշխանություն
underlying	հիմքում ընկած

Ex. 1 Suggest the Armenian translation for the English word combinations.

1. to be entitled to certain fundamental rights _____

2. to get along with each other _____

3. enormous loss of life _____
4. United Nations Universal Declaration of Human Rights

5. common understanding _____
6. to form the basis _____
7. world built on freedom, justice and peace _____

8. the right to life and physical safety _____

9. to receive decent, humane treatment _____

10. to violate human rights _____

11. the principle of nondiscrimination _____

Ex. 2 Match the words in the left column with their synonyms in the right column.

- | | |
|-----------------|---------------|
| 1. privilege | A. agreement |
| 2. to implement | B. to break |
| 3. to violate | C. to perform |
| 4. consensus | D. advantage |
| 5. atrocity | E. tremendous |
| 6. enormous | F. cruelty |

Ex. 3 Find in the text the English equivalents for the following Armenian word combinations.

1. հիմնական իրավունքներ ունենալ _____

2. հաշտ ու խաղաղ ապրել միմյանց հետ _____

3. վճարել կատարած աշխատանքի դիմաց _____

4. հսկայական մարդկային կորուստ _____

5. հասկանալի դարձնել _____
6. ազատության, արդարության վրա կառուցված աշխարհ _____

7. խախտել մարդկային հիմնական իրավունքները _____

8. բարոյական իրավունքներ _____
9. քաղաքացիական ազատություններ _____

10. պետության անսահմանափակ իշխանություն _____

Ex. 4 Match the words in the left column with their definitions in the right column.

- | | |
|-----------------|--|
| 1. to entitle | A. behaviour or an action that is wicked or ruthless |
| 2. privilege | B. general agreement or concord |
| 3. to get along | C. the state or quality of being worthy of honour |

- | | |
|----------------|---|
| 4. abuse | D. to be friendly or compatible |
| 5. intolerance | E. to give (a person) the right to do or have something |
| 6. consensus | F. an evil, unjust or corrupt practice |
| 7. atrocity | G. a benefit, immunity granted under certain conditions |
| 8. dignity | H. not able or willing to tolerate or endure |

Ex. 5 Fill in the blanks with a suitable word and make necessary changes.

to abuse, abuse

1. Many children suffer racial _____ at school.
2. An independent committee will look into alleged human rights _____.
3. Williams _____ his position as Mayor to give jobs to his friends.
4. He came to the help of the driver who _____ by three white passengers.
5. Morris _____ the trust the firm had shown in him.

to tolerate, tolerance

1. We simply _____ vigilant groups in our streets.
2. The plants have a high _____ for heat.
3. Many old people have a very limited _____ to cold.
4. I can _____ laziness but not incompetence.
5. Some patients gradually develop a _____ for the drug and need to be given a larger dose.

Ex. 6 Choose words from the group below to complete the passage. It may be necessary to change the form of the given words.

to be protected; standard; homeless; basic; violation; safe; security; to vote

People experiencing homelessness face 1) _____ of a wide range of human rights. Access to 2) _____ and secure housing is one of the most 3) _____ human rights. However, homelessness is not just about housing.

A 4) _____ person may be facing violations of the right to an adequate 5) _____ of living, the right to education, the right to liberty and 6) _____ of the person, the right to privacy, the right to social security, the right to freedom from discrimination, the right 7) _____ and many more.

These human rights 8) _____ by a number of international human rights treaties.

Ex. 7 Translate the following sentences into Armenian paying attention to words and word combinations in bold.

1. They make every attempt **to maintain some dignity**.
2. These discoveries will **be of benefit to all humanity**.
3. He died after five days of **excruciating torture**.
4. **Mutual respect** is necessary for any partnership to work.
5. European nations can live together **in a spirit of mutual trust**.
6. The criminals **have denied charges** of theft.
7. The EU Council of Finance Ministers failed **to reach a consensus** on the pace of integration.

8. People should **have more power over the decisions** that affect their lives.
9. Many people are opposed to **the use of nuclear power.**
10. The ambassador promised **to do everything in his power** to get the hostages released.
11. It's **beyond the power** of the court to make such a decision.

Ex. 8 Comprehension and discussion questions

1. What does the notion of human rights imply?
2. When was the Universal Declaration of Human Rights signed and what does it provide?
3. Which are the most fundamental human rights?
4. What does violation of human rights mean?

Ex. 9 Sum up the text using no more than five sentences.

SECTION 2

Advanced Reading

TEXT 2

INTERNATIONAL BILL OF HUMAN RIGHTS

Three years after the United Nations began to work, the General Assembly put into place the first supporting pillar of twentieth century human rights law: the Universal Declaration of Human Rights, which was intended as a “common standard of achievement for all peoples”. It was adopted on 10 December 1948, the day which continues to be observed internationally as Human Rights Day. Its 30 articles spell out basic civil, cultural,

economic, political and social rights that all human beings in every country should enjoy.

Many provisions of the Universal Declaration are generally considered to have the weight of customary international law because they are widely accepted and used. Many newly independent countries have cited the Universal Declaration or included its provisions in their basic laws or constitutions.

The Universal Declaration, together with the two International Covenants on Human Rights and their Optional Protocols, comprise the International Bill of Human Rights.

The broadest legally binding human rights agreements negotiated under United Nations auspices are the two International Covenants: one on Economic, Social and Cultural Rights and the other on Civil and Political Rights, the latter with two optional protocols that deal with procedures which extend to individuals the right of individual petition and with the abolition of the death penalty. These agreements, adopted in 1966, take the provisions of the Universal Declaration a step further by translating these rights into legally binding commitments and setting up bodies to monitor the compliance of States parties. A large majority of the world's countries are parties to the Covenants.

Ex. 10 Make three-minute speeches on whether it is right to abolish death penalty or not. Discuss the arguments for and against.

❖ DID YOU KNOW THAT?

Louis XIV of France was really such an unpleasant man as he has been depicted. In 1674, when he was visiting a school at

Clermont, he heard from the school's authorities that one of the children, a nine-year-old Irish lad named Francis Seldon, had made a joke about the king's bald head.

Louis was furious. He had a secret warrant drawn up for the child's arrest, and young Seldon was thrown into solitary confinement in the Bastille. His parents, members of one of Europe's richest merchant families, were told simply that the child had disappeared. Days turned to months, months to years, and Louis himself passed away. But Francis spent sixty-nine years "in the hole" for making fun of the king's baldness.

SECTION 3

CREATIVE TASKS

Ex. 11 Get ready to discuss the problem of drugs at a round-table conference.

Participants – chairperson, policeman, diplomat, priest, human rights activist, writer, doctor, teacher, mother and housewife, pop singer, sportsman, drug addict.

Chairperson

Ladies and Gentlemen,

I now declare open the round table devoted to the subject "Problem of Drugs". Allow me to express our great appreciation for your presence here today and for the contributions you are ready to make to the coming discussion. The problem under discussion today is topical and very painful...

I propose a time limit on statement of position of 3 minutes and 2 minutes for all other speakers during the debate. Is that agreed? Thank you.

Will participants identify themselves clearly if they wish to speak or ask a question.

I call Mr.

Mr. , thank you for that stimulating speech.

I now welcome Mr. ... Mr. ..., you have the floor.

May I remind the participants please identify themselves clearly if they wish to ask a question or make an objection. Does anyone else wish to speak?

We can't all speak at once. Mr. ..., would you like to speak first?

I shall have to call you to order, Mr. ...

To sum up our discussion today, it seems we all agreed that
.....

I declare the discussion closed. Thank you, Ladies and Gentlemen.

- **Write an essay on the following topic:** “Is Torture Justified when Used for National Security?”

UNIT 9

SECTION 1

ON NATURAL RIGHTS

In 539 BC, the armies of Cyrus the Great, the first king of ancient Persia, **conquered** the city of Babylon. But it was his next actions that marked a major **advance** for Man. He freed the slaves, **declared** that all people had the right to choose their own religion, and established **racial equality**. These and other **decrees** were recorded on a **clay cylinder**.

Known today as the Cyrus Cylinder, this ancient record has now been recognized as the world's first **charter** of human rights. It is translated into all six official languages of the United Nations.

The idea of human rights spread quickly to India, Greece and **eventually** Rome. There the **concept** of “natural law” arose, in observation of the fact that people tended to follow certain unwritten laws in the course of life, and Roman law was based on **rational** ideas **derived from** the nature of things.

Today most people in the world believe that everyone has a right to life, liberty and property. These rights are called natural rights, basic rights or fundamental rights. The idea of natural rights means that all persons have these rights just because they are human beings. Everyone is born with these rights and they should not be **taken away** without a person's agreement.

The main purpose of government should be **to protect** people's natural rights. The famous English philosopher John Locke (1632-1704) thought about what life would be like in a

situation where there was no government and no laws. Locke and others called this situation **a state of nature**. They were afraid that in a state of nature people's rights would be taken away.

Topical Vocabulary

to conquer	նվաճել
advance	առաջընթաց
to declare	հայտարարել
racial equality	միջռասայական հավասարություն
decree	հրամանագիր
clay cylinder	կավե գլան
charter	հրովարտակ, կանոնադրություն
eventually	ի վերջո
concept	հասկացություն, գաղափար
in the course of	ընթացքում
rational	բանական, խելացի
to derive (from)	բխել
to take away	խլել, վերցնել
to protect	պաշտպանել
state of nature	բնական վիճակ

Ex. 1 Compare your ideas on a state of nature with John Locke's.

Locke believed that:

1. Stronger and smarter people might try to take away other people's lives, liberty or property.
2. Weaker people might band together and take away the rights of the stronger and smarter people.
3. People would be unprotected and insecure.

Ex. 2 Suggest the Armenian translation for the English word combinations.

1. to conquer a city _____

2. major advance _____
3. to free slaves _____
4. to establish racial equality _____
5. to follow unwritten laws _____
6. based on rational ideas _____

Ex. 3 Find in the text the English equivalents for the following Armenian word combinations.

1. կյանքի, ազատության և ունեցվածքի իրավունք _____

2. առանց մարդու համաձայնության _____

3. անգլիացի հայտնի փիլիսոփա _____

4. իսկել իրավունքները _____

5. բնական վիճակ _____

Ex. 4 Match the words in the left column with their synonyms in the right column.

- | | |
|---------------|--------------|
| 1. basic | A. thought |
| 2. liberty | B. to defend |
| 3. idea | C. aim |
| 4. to protect | D. sensible |

5. purpose

E. fundamental

6. rational

F. freedom

Ex. 5 Match the words in the left column with their definitions in the right column.

1. property

A. progress or development in a particular area

2. liberty

B. to make sure that sb is not harmed, injured, damaged

3. purpose

C. to start or create a system, an organization

4. to protect

D. things that are owned by sb, possessions

5. eventually

E. the intention, aim or function of sb/sth

6. advance

F. freedom to live or act

7. to establish

G. at the end of a period of time or series of events

Ex. 6 Comprehension and discussion questions

1. Why are the basic rights called natural rights?

2. What is the main purpose of the government?

3. What might be the advantages and disadvantages of living in a state of nature?

4. What might happen to people's rights in a state of nature and what might life be like for everyone?

Ex. 7 Sum up the text using no more than five sentences.

SECTION 2

Advanced Reading

TEXT 2

NELSON MANDELA: AN INSPIRATION TO ALL WHO STRUGGLE FOR HUMAN RIGHTS

Nelson Mandela was the icon for human rights activism, pioneer in the battle of apartheid and the first black president of South Africa. Apartheid was a system of racial segregation in South Africa. It was enforced through legislation. Under apartheid, the rights and freedoms of the majority black inhabitants and other ethnic groups in South Africa were restricted, and white minority rule was legalized.

From 1960 to 1983, 3.5 million non-white South Africans were removed from their homes and forced into segregated neighborhoods. Non-white political representation was abolished in 1970 and black people were deprived of their citizenship. The government segregated education, medical care and other public services.

How did Mandela fight apartheid? He began advocating direct action against apartheid, such as boycotts and strikes. At a rally on 22 June 1952, initiating protests for the ANC's (African National Congress) Defiance Campaign against Unjust Laws, Mandela addressed a crowd of 10,000 people. He was subsequently arrested, but the campaign established Mandela as a prominent political figure in South Africa.

At this point, the South African government and many in the international community (including US President Ronald Reagan and UK Prime Minister Margaret Thatcher) considered

Mandela's ANC a terrorist organization. In July 1963, Mandela and others were charged with sabotage and conspiracy to violently overthrow the government.

Mandela's trial gained international attention. Mandela and his associates used the trial to highlight their political cause. On 20 April 1964, facing the death penalty, Mandela made a powerful speech to the court: "I have fought against white domination, and I have fought against black domination. I have cherished the ideal of a democratic and free society in which all persons live together in harmony and with equal opportunities. It is an ideal which I hope to live for and to achieve. But if needs be, it is an ideal for which I am prepared to die."

The court found Mandela guilty of all charges. Although the prosecution had called for the death sentence, the judge instead sentenced Mandela to life imprisonment. He served 27 years before being released.

Three years later, in 1993, Mandela was awarded the Nobel Peace Prize. He became the country's first black president in 1994. He declared: "The time for the healing of the wounds has come. The moment to bridge the chasms that divide us has come."

Mandela stepped down as president in 1999. After leaving office, he continued to do advocacy work, particularly around issues such as political oppression. He died in 2013 at the age of 95.

Nelson Mandela's triumph over apartheid is a beacon of hope to those who still yearn for freedom and dignity around the globe. His most enduring reference to slavery came in a 2005 speech to more than 20,000 Londoners gathered in iconic Trafalgar Square. "Like slavery and apartheid, poverty is not natural. It is man-made and it can be overcome and eradicated

by the actions of human beings,” Mandela said. Although his speech focused on poverty, Mandela’s reference to slavery as a man-made evil that can be overcome are words of inspiration for those working to eradicate human trafficking worldwide. Mandela also believed that real leaders must be ready to sacrifice all for the freedom of their people. To many figures across the globe, he was the embodiment of such a leader.

Mandela’s long walk to freedom helped transform a nation and end a dark chapter in history. But as he himself noted, the journey isn’t over. “As long as poverty, injustice and inequality persist in our world, none of us can truly rest,” Mandela said.

Ex. 8 Find quotes from Nelson Mandela’s speeches and discuss them.

Ex. 9 Make a presentation about a prominent political figure.

❖ ***DID YOU KNOW THAT?***

- Canada has six time zones.
- Canada has the longest coastline of any country in the world at 243,977 kilometers.
- Montreal is the world’s second largest French speaking city after Paris.
- The border between Canada and the United States is officially known as the International Boundary. It is 5,525 miles long, including the 1,538 miles between Canada and Alaska. It’s the world’s longest unprotected border.
- Despite being a huge country, Canada has the fourth lowest population density in the world, with only three

people living per square kilometer! Almost half of the population in Canada was born in other countries.

- 81 percent of the total population resides in cities.
- About 90% of Canada's population is concentrated within 160 kilometers of the Canada - US border.
- Queen Elizabeth II is the Canadian Head of State.
- The Canadian motto is "A Mari Usque Ad Mare". It means "From Sea To Sea".

SECTION 3

CREATIVE TASKS

Ex. 10 Make short talks on the following.

1. Nowadays it is easy to buy books on various topics. There are many specialized bookshops in large cities and small towns. You can buy books, magazines, journals in the street. But the number of people who are fond of reading declines. How can you comment on it?
2. There are many places of interest in Armenia. Where would you take the guests of our country if they wanted to know Armenia better? In your opinion, what places of interest are a must for the visitors to our fabulous country?
3. Great Britain is traditionally called a sea country. The English have always been proud of their special position of an island state. Speak on the British as a sea-loving nation. Explain why the British use the pronoun "she" when speaking about all kinds of vessels?

- **Write an essay on the following topic:** "Can a Loss Ever be More Valuable than a Victory?"

UNIT 10

SECTION 1

ANCIENT EGYPT CIVILIZATION

Ancient Egypt was a civilization of ancient Northeastern Africa, concentrated along the lower territories of the Nile River in the place that is now the country Egypt. It was formed in around 3100 BC. Egypt reached the **pinnacle** of its power in the New Kingdom, ruling much of Nubia¹ and a sizable portion of the Near East, after which it entered a period of slow decline. Egypt was invaded or conquered by a succession of foreign powers, such as the Libyans, the Nubians, the Assyrians, the Macedonians. The Greek Ptolemaic Kingdom, formed in the aftermath of Alexander the Great's death, ruled Egypt until 30 BC, when under Cleopatra it fell to the Roman Empire and became a Roman province.

Administration

The pharaoh was the absolute monarch of the country and, at least in theory, wielded complete control of the land and its resources. The king was the supreme military commander and head of the government, who **relied on** officials to manage his affairs. In charge of the administration was his second in command, the vizier, who acted as the king's representative and coordinated land **surveys**, the treasury, building projects and the legal system. The temples formed the **backbone** of the economy and they were not only houses of **worship**, but were also responsible for collecting and **storing** the nation's wealth.

Legal system

The head of the legal system was officially the pharaoh, who was responsible for **enacting laws**, delivering justice, and maintaining law and order. Although no legal codes from ancient Egypt survive, court documents show that Egyptian law was based on a common-sense view of right and wrong that emphasized reaching agreements and resolving conflicts rather than strictly **adhering** to a complicated set of **statutes**. Local councils of elders were responsible for ruling in court cases involving small claims and minor disputes. More serious cases involving murder, major land **transactions**, and **tomb robbery** were referred to the Great Kenbet², over which the vizier or pharaoh presided. In some cases, the state took on both the role of prosecutor and judge, and it could **torture** the accused with beatings to obtain a **confession** and the names of any **co-conspirators**. Whether the charges were **trivial** or serious, court scribes documented the **complaint**, **testimony** and **verdict** of the case for future reference.

Punishment for minor crimes involved either **imposition of fines**, beatings, facial **mutilation** or **exile**, depending on the severity of the **offense**. Serious crimes such as murder and tomb robbery were punished by **execution**.

NOTES

1. Nubia is a region along the Nile, encompassing the areas between what is today central Sudan and southern Egypt. It was the seat of one of the earlier civilizations of ancient Africa, with a history that can be traced from at least 2000 BC onward.
2. *The Great Kenbet* was the supreme body of judgment in ancient Egypt.

Topical Vocabulary

pinnacle	գագաթնակետ
to rely (on)	վստահել, հենվել
survey	զննում, դիտում
backbone	<i>փիսք</i> . հիմք, ուղն ու ծուծը
worship	պաշտամունք, երկրպագություն
to store	պահել, կուտակել
to enact a law	օրենք սահմանել, ընդունել
to adhere to	հետևել, հավատարիմ մնալ
statute	օրենսդրական ակտ, օրենք
transaction	գործ, գործարք
tomb	գերեզման, շիրիմ
robbery	կողոպուտ, թալան
to torture	տանջել, չարչարել
confession	խոստովանություն
co-conspirator	դավադիր
trivial	չնչին, աննշան
complaint	դժգոհություն, բողոք
testimony	վկայություն, ցուցմունք
verdict	դատավճիռ
imposition of a fine	տուգանք դնելը
mutilation	հաշմություն, խեղում
exile	արտաքսում, աքսոր
offense	<i>հրապ.</i> հանցանք
execution	մահապատիժ

Ex. 1 Suggest the Armenian translation for the English word combinations.

1. to reach the pinnacle of power _____

2. to wield complete control of the land _____

3. to coordinate land survey _____

4. to form the backbone of the economy _____

5. to adhere to a complicated set of statutes _____

6. to obtain a confession _____

7. to be punished by execution _____

Ex. 2 Match the words in the left column with their definitions in the right column.

- | | |
|---------------|--|
| 1. to wield | A. the chief support of a system or organization |
| 2. temple | B. a punishment or assault in which the victim is hit repeatedly |
| 3. backbone | C. a building devoted to the worship of a god or gods |
| 4. statute | D. a person who is engaged in a conspiracy with others |
| 5. prosecutor | E. to have and be able to use power or influence |

- | | |
|-------------------|---|
| 6. beating | F. the fact or condition of being severe |
| 7. co-conspirator | G. a written law passed by a legislative body |
| 8. severity | H. a person, especially a public official, who institutes legal proceedings against someone |

Ex. 3 Translate the following sentences into Armenian paying attention to words and word combinations in bold.

1. The US must now **take a firm leadership** role.
2. They've established a better **working relationship**.
3. We're collecting money **in aid of cancer research**.
4. Both sides are trying **to find a peaceful solution**.
5. No one knows what **the fate of the hostages** will be.
6. His people came to him, **demanding justice**.
7. The British government acted as **a neutral observer** during the talks.
8. In Britain, the **defence of the country** has historically been left to the navy.
9. **The invading army** easily overcame the town's defences.

Ex. 4 Choose words from the group below to complete the passage. It may be necessary to change the form of the given words.

to be robbed; modestly; treasure; tomb; royal

Tutankhamun's 1) _____ is located in the Valley of the Kings and is by far the best preserved 2) _____

tomb ever discovered. The tomb, which was thought to be left intact, was believed 3) _____ twice. Even though this tomb revealed 4) _____ beyond our imagination, it was 5) _____ furnished compared to the pharaohs before and after Tutankhamun's time.

Ex. 5 Sum up the text using no more than five sentences.

SECTION 2

Advanced Reading

TEXT 2

SOCIAL STATUS IN ANCIENT EGYPT

The Egyptian society was highly stratified, and social status was expressly displayed. Farmers made up the bulk of the population, but agricultural produce was owned directly by the state, temples that owned the land. Farmers were subject to a labor tax and were required to work on irrigation or construction projects. Artists and craftsmen were of higher status than farmers, but they were also under state control, working in the shops attached to the temples and paid directly from the state treasury. Scribes and officials formed the upper class in ancient Egypt. The upper class prominently displayed their social status in art and literature. Below the nobility were the priests, physicians, and engineers with specialized training in their field. Slavery was known in ancient Egypt, but the extent and prevalence of its practice are unclear.

The ancient Egyptians viewed men and women, including people from all social classes except slaves, as essentially equal

under the law. Although slaves were mostly used as indentured servants, they were able to buy and sell their servitude, work their way to freedom or nobility, and were usually treated by doctors in the workplace. Both men and women had the right to own and sell property, make contracts, marry and divorce, receive inheritance, and pursue legal disputes in court. Married couples could own property jointly and protect themselves from divorce by agreeing to marriage contracts, which stipulated the financial obligations of the husband to his wife and children should the marriage end. Compared with their counterparts in ancient Greece, Rome, and even more modern places around the world, ancient Egyptian women had a greater range of personal choices and opportunities for achievement. Despite these freedoms, ancient Egyptian women did not often take part in official roles in the administration, served only secondary roles in the temples, and were not likely to be as educated as men.

Ex. 6 Read the text attentively and discuss the information with the rest of the class.

❖ ***DID YOU KNOW THAT?***

The land of the pharaohs is famous for its huge pyramids, bandaged mummies and gold treasures.

• **Not everyone was mummified.**

The mummy – an eviscerated, dried and bandaged corpse – has become a defining Egyptian artefact. Yet mummification was an expensive and time-consuming process, reserved for the more wealthy members of the society. The vast majority of Egypt's dead were buried in simple pits in the desert. Why did the elite feel the

need to mummify their dead? They believed that it was possible to live again after death, but only if the body retained a recognizable human form.

- **The living shared food with the dead.**

The tomb was designed as an eternal home for the mummified body and the Ka spirit that lived beside it. The Ka was the Egyptian concept of vital essence, that which distinguishes the difference between a living and a dead person, with death occurring when the Ka left the body. An accessible tomb-chapel allowed families, well-wishers and priests to visit the deceased and leave the regular offerings that the Ka required, while a hidden burial chamber protected the mummy from harm. Within the tomb-chapel, food and drink were offered on a regular basis. Having been spiritually consumed by the Ka, they were then physically consumed by the living. During the “feast of the valley”, an annual festival of death and renewal, many families spent the night in the tomb-chapels of their ancestors. The hours of darkness were spent drinking and feasting by torchlight as the living celebrated their reunion with the dead.

- **Egyptian women had equal rights with men.**

In Egypt, men and women of equivalent social status were treated as equals in the eyes of the law. This meant that women could own, earn, buy, sell and inherit property. They could live unprotected by male guardians and if widowed or divorced, could raise their own children. They could bring cases before, and be punished by the law courts. The king of Egypt could be a woman. Ideally the king of Egypt would be the son of the

previous king. However, on at least three occasions women took the throne, ruling in their own right as female kings. The most successful of these female rulers, Hatshepsut, ruled Egypt for more than 20 prosperous years.

- **The Great Pyramid was not built by slaves.**

The classical historian Herodotus believed that the Great Pyramid was built by 100,000 slaves. His image of men, women and children desperately working in the harshest conditions has proved remarkably popular with modern film producers. It is, however, wrong. Archaeological evidence indicates that the Great Pyramid was in fact built by a workforce of 5,000 permanent, salaried employees and up to 20,000 temporary workers. These workers were free men. They were housed in a temporary camp near the pyramid, where they received payment in the form of food, drink, medical attention and, for those who died on duty, burial in the nearby cemetery.

SECTION 3

CREATIVE TASKS

Ex. 7 Discuss the following quotes of Margaret Thatcher.

“There is no such thing as society,” Mrs. Thatcher once said. “Only individual men and women, and families.” Many people disagree with her, but there remains a strong feeling that the immediate or “nuclear” family is the basic unit of society,

and that traditional family values remain the stronghold of national life.

Here are some more quotes by the “Iron Lady”:

- Don’t follow the crowd, let the crowd follow you.
- If you want something said, ask a man. If you want something done, ask a woman.
- You may have to fight a battle more than once to win it.
- Defeat? I do not recognize the meaning of the word.
- Watch your thoughts, for they will become actions. Watch your actions, for they’ll become habits. Watch your habits for they will forge your character. Watch your character, for it will make your destiny.

➤ **Write an essay on the following topic:** “Is the Pen Always Mightier than the Sword?”

UNIT 11

SECTION 1

HISTORY OF THE PHARAOHS OF ANCIENT EGYPT

A long time ago, Ancient Egypt was a civilization ruled by pharaohs. However, Egyptians did not call their ruler a pharaoh before 1554 BC during the 18th **dynasty**. Before that, pharaoh meant “Great House” in Egyptian and referred to the palace of the king. It was later added to the pharaoh’s name as part of his title.

The pharaoh was the high **priest** of all temples, the head of law and **administration**, and the commander of the army. The Egyptians believed pharaohs were great people that were half-man and half-god. Since only the pharaoh and priests were allowed to enter temples, Ancient Egyptians had to ask the pharaoh to speak to the gods for them. This made the pharaoh very powerful in the minds of regular Egyptians.

The Ancient Egyptians believed that the pharaoh’s **spirit** could live for an **eternity**, or **forever**. They believed that the pharaoh would become a god after he died, so pharaohs were buried in a tomb with many **treasures** which could be enjoyed in their **afterlife**.

Many of the statues of pharaohs had cobra heads on them. Pharaohs wore a cobra figure to protect them from **evil**. They ruled Ancient Egypt for thousands of years.

Topical Vocabulary

dynasty	դինաստիա, թագավորող տուն
priest	քահանա
administration	կառավարություն
spirit	ոգի, հոգեկան կորով
eternity	հավերժություն, հավիտենականություն
forever	ընդմիշտ
treasure	գանձ
afterlife	հանդերձյալ կյանք
evil	չարիք

Ex. 1 Suggest the Armenian translation for the English word combinations.

1. civilization ruled by pharaohs _____

2. the high priest of all temples _____

3. the head of law and administration _____

4. to be half-man and half-god _____

5. to live for an eternity _____

6. to be buried in a tomb _____

7. to protect from evil _____

Ex. 2 Find in the text the English equivalents for the following Armenian word combinations.

1. տաճարի քահանա _____

2. օրենքի և կառավարության ղեկավար _____

3. հասարակ եգիպտացիներ _____
4. ապրել հավերժ _____
5. թաղվել գերեզմանում _____
6. փարավոնների արձաններ _____
7. վայելել հանդերձյալ կյանքում _____

8. պաշտպանել չարից _____

Ex. 3 Match the words in the left column with their definitions in the right column.

- | | |
|-------------------|--|
| 1. civilization | A. a line of hereditary rulers of a country |
| 2. dynasty | B. the non-physical part of a person which is the seat of emotions and character; the soul |
| 3. administration | C. life after death |
| 4. spirit | D. the management of public affairs; government |
| 5. afterlife | E. the stage of human social development which is considered most advanced |

Ex. 4 Fill in the blanks with a suitable word and make necessary changes.

rule, to rule

1. The _____ are less strict in the local county court.
2. Queen Victoria _____ England for 64 years.
3. The point of having the European Union is to make everybody play by the _____.
4. Alexander the Great _____ over a huge empire.

to administer, administration

1. The money _____ by local charities.
2. The health service spends too much on _____.
3. We're looking for someone with experience in _____.
4. Our office _____ the affairs of the society.

Ex. 5 Translate the following sentences into Armenian paying attention to words and word combinations in bold.

1. We all felt that the chairman had **too much power**.
2. The militants have been given **special powers** to help them in the fight against terrorism.
3. The book **explores the relationship** between religion and civilization.
4. We are here **to uphold the rule of law**.
5. He has refused **to rule out the possibility** of signing the agreement.
6. The Queen is **Commander in Chief** of the British armed forces.

7. The Habsburg **dynasty** ruled in Austria from 1278 to 1918.
8. Churchill's **statue** stands outside the parliament building.

Ex. 6 Comprehension and discussion questions

1. What did the word *pharaoh* mean?
2. Enumerate the pharaoh's responsibilities.
3. What did the Egyptians believe about pharaohs?
4. How were the pharaohs buried?
5. Why did the pharaohs wear a cobra figure?

Ex. 7 Sum up the text using no more than five sentences.

SECTION 2

Advanced Reading

TEXT 2

CONTEMPLATIONS ON HISTORICAL BOOKS

The author of a general historical book has to take arbitrary decisions about what to put in and what to leave out, where to begin and where to end. Some of the gaps may be the result of the author's own ignorance. Yet, one of the justifications of any kind of historical writing is that it enables to overcome certain limitations. History, like art, offers us an opportunity to enlarge our own experience.

But if history is like art, it is also like psychoanalysis. Just as the psychoanalyst helps us to face the truth about our own motives and our own personal past, so the contemporary

historian helps us to face the past and present by enabling us to understand the forces, however shocking, which have made our world and our society what it is.

Finally, any general work which attempts a broad synthesis of a long and crowded period of history inevitably imposes a pattern on what he describes. Each sentence compresses, and so distorts the events and ideas which it summarizes. Moreover, it is impossible to avoid “the greatest mistake the historian could make: to construct a neat, logical pattern when in actual fact everything was confusion and contradiction” (W. Langer). And these confusions and contradictions are even a more noticeable feature of contemporary history than of earlier history. New evidence becomes available every day, and new research is being published disapproving our assumptions and forcing us to revise our ideas.

For the more recent past we do not know the outcome of historical events in which we are still personally involved. At least we can be aware of the endlessly unpredictable and surprising turns which history can take and share the excitement of feeling that we too are part of history, and whether we like it or not we are caught up in certain events.

Ex. 8 Agree or disagree with the following statements.

1. History gives identity and helps unify people. It gives people a sense of roots and belonging.
2. Most people memorize dates, names and facts when they study history. This information is not useful in everyday life or for the future.
3. If we could actually learn from history, history wouldn't be full of the same repeated mistakes. However, the

same mistakes are made again and again, which makes history irrelevant to learn for the future.

4. History helps us understand change. It records and helps people evaluate successes and failures.

❖ ***DID YOU KNOW THAT?***

- **Ethiopia is about 7.5 years behind the world.** This is because Ethiopia is the only country in the world to have 13 months in a year. They count 12 months consisting of 30 days each plus a thirteenth month of either five or six days depending on whether or not it is a leap year. The New Year in Ethiopia falls on September 11 or September 12 in the case of a leap year. In 2017 Ethiopians celebrated the coming of 2010.
- **Ethiopians measure time from when the sun rises and count time on the opposite side of the clock.** When the sun rises at 6 o'clock it is said to be 12 o'clock – the start of the day in Ethiopia. Noon is 6pm, and 6 in the evening of our time is midnight for the Ethiopians.
- **There are over 80 different languages spoken in Ethiopia.** The most widely spoken of these are Oromo and Amharic.
- **Ethiopian children must learn both their tribal language and the country's official language of Amharic.** They must also have a good grasp of English by the time they start secondary school. From the age of 12 onwards, all school lessons are carried out in English.
- **Ethiopia is one of only two nations in the world never to have been occupied.**
(Russia is the other country).

- **Ethiopia is the only country in Africa with its own alphabet.**
- **The oldest fossil skeleton of a human was discovered in Ethiopia.** So too was coffee, making Ethiopia the home of mankind and mankind's favorite wake-up drink.
- **Ethiopian Abebe Bikila was the first African to win gold in the Olympic Games.** He won the marathon, running the whole race barefoot at the 1960 Summer Olympics in Rome.

SECTION 3

CREATIVE TASKS

Ex. 9 Brain teaser to exercise your cognitive skills: Where do words go?

Words are stored in the temporal lobe of your brain. But on which brain hemisphere: right or left?

If you are right-handed, your language is stored mostly in your left temporal lobe. If you are left-handed, your language is stored a bit on both sides of your brain, in the temporal lobes. Also, words that are often heard together (such as salt and pepper) or words that share some meaning (such as nurse and doctor) are connected or associated in the brain. Once you hear one, the other is often activated.

Here is a brain teaser whose aim is to stimulate the connections or associations between words in your temporal lobe. You will see pairs of words, and your goal is to find a third word that is connected or associated with both of these two words.

For example, the first pair is PIANO and LOCK. The answer is KEY. The word key is connected with both the word piano and the word lock: there are KEYS on a piano and you use a KEY to lock doors. Key is what is called a homograph: a word that has more than one meaning but is always spelled the same.

Are you ready to stimulate connections in your temporal lobe(s)? Enjoy!

1. LOCK — PIANO
2. SHIP — CARD
3. TREE — CAR
4. SCHOOL — EYE
5. PILLOW — COURT
6. RIVER — MONEY
7. BED — PAPER
8. ARMY — WATER
9. TENNIS — NOISE
10. EGYPTIAN — MOTHER
11. SMOKER — PLUMBER

➤ **Write an essay on the following topic:** “I Want to Be a Diplomat because...”

UNIT 12

SECTION 1

GREEK DIPLOMACY

There were many **city-states** in Ancient Greece and each of them had their own government. The ancient Greek had many relationships with other states and other peoples in the classical age. The Athenians and Spartans and other city-states **were in an alliance**; later they engaged in wars with the Persians **twice**. The Classical Age started when the two rival city-states Athens and Sparta united. The Athenians were democratic while the Spartans were more warlike, so they **kept battling** with each other. Persian king Darius ordered the Greeks **to surrender**, some did and some didn't. Two of them that did not **lay down their weapons** were Athens and Sparta. They won the battle against the Persians. The son of Darius - Xerxes **vowed for revenge**. He built a huge army and destroyed the Spartans at Thermopylae and burned Athens down. Then the rest of the city allied and sank Xerxes down in the battle of Salamis.

Founders of Democracy: Ancient Greek Leadership

When the time of cruelty or **tyranny** ended, the Athenians searched for a solution to stop other countries **to regain** power and what they found as a solution was democracy. From that time on, the Greeks used democracy as a source **to sustain** power for their country. Leadership was the most essential power for the lives of Greek **generations**. Democracy was born in Athens in 500-400 BC. The Greeks separated their country to many city-states. The king couldn't rule so many city-states, so

each city-state was ruled by a rich person. Democracy was ruled by the citizens of Greece and they had the right to speak about their thoughts in courts and in public. When a person came up with a suggestion in the court or in public, the citizens had to vote for the decision to exist or to prohibit it. The king of the Greeks reduced his **hereditary** power and declared that more authorities should be given to a group power rather than a single power.

Topical Vocabulary

city-state	քաղաք - պետություն
to be in an alliance	դաշինքում լինել
twice	երկու անգամ, կրկնակի
to keep doing something	շարունակել ինչ-որ բան անել
to surrender	հանձնվել, անձնատուր լինել
to lay down the weapons	զենքերը վայր դնել
to vow	երդվել
to revenge	վրեժխնդիր լինել
tyranny	1) բռնապետություն, 2) դաժանություն
to regain	վերականգնել, նորից ձեռք բերել
to sustain	պահպանել
generation	սերունդ
hereditary	ժառանգական

Ex. 1 Suggest the Armenian translation for the English word combinations.

1. to have wars with the Persians _____

2. to be big rivals _____
3. to be more warlike _____
4. to keep battling _____
5. to vow for revenge _____
6. to build a huge army _____
7. the rest of the city _____
8. time of cruelty or tyranny _____
9. to search for a solution _____
10. to sustain power _____
11. to come up with a suggestion _____

Ex. 2 Match the words in the left column with their synonyms in the right column.

- | | |
|-----------------|---------------------|
| 1. to surrender | A. to swear |
| 2. to vow | B. to forbid |
| 3. tyranny | C. to support |
| 4. to prohibit | D. to lay down arms |
| 5. to sustain | E. vengeance |
| 6. revenge | F. despotism |

Ex. 3 Find in the text the English equivalents for the following Armenian word combinations.

1. հարաբերություններ ունենալ այլ պետությունների հետ _____
2. պատերազմել պարսիկների դեմ _____
3. հաղթել ճակատամարտը _____
4. լուծում փնտրել _____

5. վերականգնել իշխանությունը _____
6. դատարանում հանդես գալ առաջարկությամբ _____
7. քուլացնել ժառանգական իշխանությունը _____

Ex. 4 Match the words in the left column with their definitions in the right column.

- | | |
|-----------------|---|
| 1. to surrender | A. to maintain or prolong |
| 2. to vow | B. power that can be transmitted genetically from one generation to another |
| 3. revenge | C. the act of retaliating for wrongs or injury received; vengeance |
| 4. tyranny | D. to pledge, to promise |
| 5. to sustain | E. cruel and oppressive government or rule |
| 6. to reduce | F. to make or become smaller in size, number, intensity, etc. |
| 7. hereditary | G. to stop resisting to an enemy or opponent |

Ex. 5 Fill in the blanks with a suitable word and make necessary changes.

to revenge, revenge

1. The Australians took _____ for their defeat here last time.

2. The terrorist group is still looking _____ itself on its attackers.
3. The murder was an act of _____ for the earlier killings.
4. The poor murdered girl must be _____.

to destroy, destruction

1. The scandal _____ Simmons and ended his political career.
2. We are trying to save the building from _____.
3. The earthquake _____ even the tallest buildings.
4. War results in death and widespread _____.

Ex. 6 Translate the following sentences into Armenian paying attention to words and word combinations in bold.

1. This gives the company **a competitive advantage** over its rivals.
2. The governor announced a new plan **to reduce crime**.
3. The company promised they would make no **staff reductions** for at least two years.
4. He **took revenge** on his employers by setting fire to the factory.
5. Supporters **have vowed to continue** the protest until Adams is released.
6. There are organizations which have criticized **the tyranny of the government**.
7. The organization was incapable of **sustaining close relationships** with workers.
8. Government forces **have regained control of the city**.
9. Both sides are trying **to find a peaceful solution**.

10. The government is spending millions of dollars in its attempt to **combat drug abuse**.

Ex. 7 Choose words from the group below to complete the passage. It may be necessary to change the form of the given words.

representative; hereditary; function; to negotiate; peace; relation

On some occasions the Greek city states sent envoys to each other in order 1) _____ specific issues, such as war and 2) _____ or commercial relations, but did not have diplomatic representatives regularly posted in each other's territory.

However, some of the 3) _____ given to modern diplomatic 4) _____ were in Classical Greece filled by a proxenos who was a citizen of the host city having particular 5) _____ of friendship with another city - a relationship often 6) _____ in a particular family.

Ex. 8 Comprehension and discussion questions

1. Speak on the relationship between the Athenians and Spartans.
2. What solution did the Athenians find to regain a power?
3. When was democracy born in Athens?

Ex. 9 Sum up the text using no more than five sentences.

SECTION 2

Advanced Reading

TEXT 2

GREEK PHILOSOPHY ON MAN AND SOCIETY

The Greeks, who first taught the Western world what could be achieved by living together, were also the first people in the world to work out a philosophical justification for living alone.

The world of classical Greece which gave birth to European civilization was not a place in which to be solitary. Man, said one of the most influential of all Greeks, Aristotle, is a political animal. By this phrase he did not mean that we are all born to take an active interest in party politics but that it is in our nature to live in a *polis*, or community. Human beings, Aristotle taught, achieve their full potential by working for the common good, and their drive to do so is not implanted by society but is an innate instinct.

Greek society in the age of Pericles reached unsurpassed levels of achievement in philosophy and the arts, and even gave birth to science. But that same age, which was called “golden” because of the glories created by the city-state, was also the first to discover the significance of the individual. The Greeks never were the first to work out a philosophy of solitariness – one which stressed the value of the individual outside a social context. So, as they are the founders of our civilization, they are also the inspiration of those who have chosen to live outside it.

Ex. 10 Discuss the following questions.

1. What motivates us to act in the world?

2. Where do our values come from?
3. What is the impact of our actions on ourselves and others?
4. How do I know that I am making a difference? Is it possible to know?
5. Why do we care about what we care about?
6. In your opinion, which of these are lacking in society: being polite, respectful, punctual, obedient, well-dressed, hygienic, tidy, helpful, understanding, hard-working, truthful, honest, loyal? What personal values do you consider to be important?
7. Do you have a vision of a better society? What changes would you make?
8. What do you think are the characteristics of a good member of society?

❖ ***DID YOU KNOW THAT?***

- In ancient Greek, the word “idiot” meant anyone who didn’t participate in politics.
- No wars were permitted in the month before the ancient Olympics so that spectators could travel to Olympia unharmed. During The Olympic Truce, legal disputes and the carrying out of death penalties were also forbidden.
- In ancient Greece, throwing an apple at somebody was a declaration of love, and in some instances, used as a marriage proposal.
- Some citizens of ancient Greece lived over 100 years due to a healthy Mediterranean diet, the culture of physical activity and sanitation.

- In Greek mythology the Gods punished Prometheus by having his liver eaten by eagles. It was then regrown so it could be eaten again every day. The reason for this was that in ancient Greece, the liver, rather than the heart, was thought to be the center of human emotions.
- Birthday candles began in ancient Greece when people brought cakes adorned with lit candles to the temple of Artemis, goddess of the hunt. The candles were lit to make them glow like the moon, a symbol associated with Artemis.
- The ancient Greeks had a word, *akrasia*, which described the lack of will that prevents us from doing something that we know is good for us.
- Ancient Greek democracy, which was the world's first democratic government, lasted for only 185 years before giving way to tyrannical rule.
- Ancient Athenian boys went to school at the age of 7. At the same age, soldiers took Spartan boys from their mothers, housed them in a dormitory with other boys and trained them as soldiers. Spartan men were not allowed to live with their families until they left their active military service at age 30.
- The theory that planets orbit the sun was first proposed by the ancient Greek Aristarchus of Samos in the 3rd century BC.
- The word "music" comes from the Muses, goddesses of the arts in Greek mythology.

Ex. 11 Discuss the facts you read on ancient Greece. Which piece of information is the most surprising to you?

SECTION 3

CREATIVE TASKS

Ex. 12 Read the text below very attentively and be ready to discuss it.

A jury of seven men and five women said that 78-year-old Mr Andrew Mullins was guilty of murdering his 80-year-old wife, Edith.

During the trial Mullins said that he had killed his wife because she was very sick and in a lot of pain.

That morning his wife looked at him with empty eyes and asked, “Who are you?” She was in terrible pain and kept saying, “Help me, help me.” When she slept, Mr Mullins put a gun against her head and shot. Then he called the police and told them what he had done. The police arrested him.

The defence called different witnesses. The wife’s doctor said that Mr Mullins’s wife was in great pain and was suffering from an incurable disease. Their friends said that Mr Mullins and his wife loved each other. At the end of the trial the jury sent Mr Mullins to prison for twenty-five years. Many people think that Mr Mullins was not a criminal and the law was wrong.

Ex. 13 Comprehension and discussion questions

1. Do you consider Mr Mullins a criminal?
2. Was the verdict of the jury fair?
3. What would your verdict be if you were one of the jury?

➤ **Write an essay on the following topic:** “My Unpopular Decision”.

UNIT 13

SECTION 1

THE ROMAN REPUBLIC

The Roman Republic **lasted** from 509 BC to 27 BC. Its capital was Rome, which was **located** in what is now called Italy. Some of the **ruins** of the buildings of this ancient government can still be seen in Rome today.

During the Republic the Roman people governed themselves without a king. The **common people** and the aristocrats (wealthy upper class) shared the power to govern. The people chose leaders to make and administer laws for their country.

The government of Rome can be called republican government. In this type of government

- the citizens have the power to govern,
- the citizens give power to leaders they **elect** to represent them and serve their interests,
- the representatives are **responsible** for promoting the common **welfare**.

Republican government was possible in Rome only because both citizens and their leaders lived **modest** lives. They worked hard and they put the common welfare above their own **selfish** interests.

Topical Vocabulary

to last	տևել, շարունակվել
to be located	գտնվել
ruins	ավերակներ
common people	հասարակ, ցածր խավի մարդիկ
to elect	ընտրել
responsible	պատասխանատու
welfare	քարեկեցություն, բարօրություն
modest	համեստ
selfish	եասաիրական

Ex. 1 Match the words in the left column with their synonyms in the right column.

- | | |
|--------------|----------------|
| 1. to last | A. to rule |
| 2. ruins | B. to choose |
| 3. ancient | C. rich |
| 4. to govern | D. to continue |
| 5. common | E. remnants |
| 6. wealthy | F. egoistic |
| 7. to elect | G. ordinary |
| 8. selfish | H. old |

Ex. 2 Suggest the Armenian translation for the English word combinations.

1. to last from ... to _____
2. to be located in _____
3. common people and aristocrats _____
4. to share the power to govern _____

5. to make and administer laws _____
6. to promote common welfare _____
7. selfish interests _____

Ex. 3 Find in the text the English equivalents for the following Armenian word combinations.

1. շինության ավերակներ _____
2. կառավարել առանց բազավորի _____
3. ունևոր վերնախավ _____
4. առաջնորդներին իշխանություն տալ _____
5. ծառայել շահերին _____
6. պատասխանատու լինել _____
7. ընդհանուր բարեկեցությունն ավելի բարձր դասել _____
8. համեստ կյանքով ապրել _____

Ex. 4 Say if the following statements are true or false.

1. The Roman Republic lasted for more than 6 centuries.
2. The buildings of the ancient government have been ruined and wiped off the earth.
3. The Romans were sure that a monarch was not essential.
4. In ancient Rome only the common people governed the country.
5. The ordinary citizens of Rome were modest, while their leaders put their interests above the common welfare.

Ex. 5 Comprehension and discussion questions

1. How long did the Roman Republic last?
2. Who governed the country in ancient Rome?
3. What were the responsibilities of the elected leaders?
4. What characteristic features did the Roman republican government have?
5. What made the republican government possible in Rome?

Ex. 6 Sum up the text using no more than 5 sentences.**SECTION 2****Advanced Reading****TEXT 2****STATE**

The state is a form of human association distinguished from other social groups by its purpose, the establishment of order and security; its methods, laws and their enforcement; its territory, the area of jurisdiction or geographic boundaries; and finally by its sovereignty.

The history of the western state begins in ancient Greece. Plato and Aristotle wrote of the *polis*, or city-state, as an ideal form of association, in which the whole community's religious, cultural, political and economic needs could be satisfied. The Greek idea corresponds more accurately to the modern concept of the nation: i.e., a population of a fixed area that shares a common language, culture and history, whereas the Roman *res publica*, or commonwealth, is more similar to the modern

concept of the state. The *res publica* was a legal system whose jurisdiction extended to all Roman citizens, securing their rights and determining their responsibilities.

It was not until the 16th century that the modern concept of the state emerged in the writings of Niccolo Machiavelli (Italy) and Jean Bodin (France), as the centralizing force whereby stability might be regained. In *The Prince* Machiavelli gave prime importance to the durability of government, sweeping aside all moral considerations and focusing instead on the strength, vitality, courage and independence of the ruler. For Bodin, his contemporary, power was not sufficient in itself to create a sovereign; rule must comply with morality to be durable, and it must have continuity: a means of establishing succession. Bodin's theory was the forerunner of the 17th century doctrine of the "divine right of kings", whereby monarchy became the predominate form of government in Europe.

It created a climate for the ideas of the 17th century reformers like John Locke in England and Jean-Jacques Rousseau in France, who began to reexamine the origins and purposes of the state. Rather than the right of a monarch to rule, Rousseau proposed that the state owed its authority to the general will of the governed. For him the nation itself is sovereign, and the law is none other than the will of the people as a whole.

The 19th century German philosopher G. W. F. Hegel saw the sphere of liberty as the whole state, with freedom not so much an individual's right but rather a result of human reason. Freedom was not the capacity to do as one liked but was the alignment with the universal toward well being.

For the early communist thinkers like Karl Marx the state had become an “apparatus of oppression” determined by a ruling class whose object was always to maintain itself in economic supremacy. He and his collaborator, Friedrich Engels, wrote in the Communist Manifesto that, in order to realize complete freedom, the people must replace the government first by a “dictatorship of proletariat”, which would be followed by the “withering away of the state”, and then by a classless society.

In the 20th century concepts of state ranged from anarchism, in which the state was deemed unnecessary and even harmful in that it operated by some form of coercion, to the welfare state, in which the government was held to be responsible for the survival of its members, guaranteeing subsistence to those lacking it.

In the wake of the destruction produced by the nationalistically inspired world, theories of internationalism appeared, putting forward the idea of the state as simply a centralized legal order. It must be seen in the context of its interaction with the rest of the world. Oscar Ichazo proposed a new kind of state in which the universal qualities of all individuals provided a basis for unification, with the whole society functioning as a single organism.

Ex. 7 Comprehension and discussion questions

1. What does the term “state” mean?
2. What is the difference between the Greek and the Roman ideas of the state?
3. Speak on the concept of the state that emerged in the 16th century.

4. How did the 17th century reformers reexamine the origins and purposes of the state?
5. How did Hegel develop the idea of freedom in the state?
6. What changes did the concept of state undergo throughout the 20th century?
7. In which way did Ichazo treat the idea of universal internationalism?
8. What definition for “state” would you suggest?

❖ ***DID YOU KNOW THAT?***

- In the seventeenth-century Japan it was against the law for any citizen to leave the country. Anyone who was found leaving the country or arriving from overseas without permission was sentenced to death.
- At 7,500 feet, the Atacama Desert in Chile is the driest place on Earth with a landscape of dreamlike beauty. Some parts of the region have never received a drop of rain and the desert is probably also the oldest desert on earth. The desert runs through a 1,000-kilometer-long strip of land between the Andes Mountains and the Pacific Ocean, spreading out over an area of 363,000 square kilometers.
- Europe adopted gunpowder in the 14th century, but it was not a European innovation; the Chinese had used it for centuries. The earliest recipe for gunpowder was recorded in China around 1040. However, it was in Europe that its rapid spread and refinement led to a revolution in military tactics, and to the development of handheld weapons and field artillery of massive power with which European armies started dominating the battlefield.

SECTION 3

CREATIVE TASKS

Ex. 8 Choose one of the following topics for a debate. Discuss the rest, trying to be as convincing and substantiated as you can.

1. George Orwell wrote a famous essay claiming that nationalism is the belief that your country is superior to others while patriotism is the expression of love for your country. Do you agree that there is a difference?
2. It is sometimes claimed that there is little difference between nationalism and racism. What is your opinion?
3. What are some questions we'll never know the answers to?
4. Why do we have so many questions? Why do we need all the answers?
5. What is your main source of news? Why?
6. What should a political youth candidate do for youths?

Ex. 9 Write an essay on the following topic: "Does Wealth Make People Happier?"

UNIT 14

SECTION 1

CINCINATUS: A MODEL OF CIVIC VIRTUE

In the year 460 BC Rome was in great danger. An army from the east was burning and **plundering** the countryside. The defending Roman army was **surrounded** on all sides by its enemies. The leaders of the government of Rome decided to ask Cincinnatus, a **skilled military leader**, to help them during this crisis. **Messengers** were sent asking him to serve as a dictator (**supreme ruler with unlimited power**) for as long as the crisis would last.

Cincinnatus was a hard-working farmer with only 4 **acres** of land. When the messengers found him, he was quietly working in the fields. Because he loved his country, he went to Rome to lead the army. In a **battle** that lasted 2 days, his army **defeated** the enemy and saved the country. Cincinnatus was **honoured** and **praised** by his people. But when the battle was over, he did not try to remain as a dictator of his country. He returned to his home and his life as a farmer and a citizen.

By returning to his home, Cincinnatus showed that he valued being a citizen of Rome more than he **valued fame** and personal power. He **respected** the government of Rome. He did not want to use his popularity to take power away from the representatives elected by the citizens. This was an example of the **civic virtue** that Romans were known for during the period of the Republic.

Topical Vocabulary

to plunder	կողոպտել, թալանել
to be surrounded	շրջապատված լինել
skilled military leader	հմուտ զորավար
messenger	սուրհանդակ
supreme ruler	գերագույն ղեկավար
unlimited power	անսահմանափակ իշխանություն
acre	ակր (հողային չափ՝ 4047 մ ²)
battle	ճակատամարտ
to defeat	հաղթել, պարտության մատնել
to honour	պատվել, մեծարել
to praise	գովել, գովաբանել
to value fame	արժևորել հռչակը
to respect	հարգել
civic virtue	քաղաքացիական առաքինություն

Ex. 1 Suggest the Armenian translation for the English word combinations.

1. to be in great danger _____
2. to burn and plunder the countryside _____

3. supreme ruler with limited power _____

4. to be honoured and praised by people _____

5. to remain as a dictator _____
6. to value fame and personal power _____

7. to use the popularity (of) _____

8. to take power away (from) _____

Ex. 2 Find in the text the English equivalents for the following Armenian word combinations.

1. բոլոր կողմերից շրջապատված լինել թշնամիներով _____

2. հմուտ գորավար _____
3. սուրհանդակ ուղարկել _____
4. առաջնորդել բանակը _____
5. պարտության մատնել թշնամուն _____

6. հարգանք տաձել կառավարության նկատմամբ _____

7. քաղաքացիների կողմից ընտրված ներկայացուցիչ _____

8. քաղաքացիական առաքինություն _____
9. հայտնի լինել _____

Ex. 3 Match the words in the left column with their synonyms in the right column.

- | | |
|--------------|------------------|
| 1. skilled | A. to appreciate |
| 2. quietly | B. popularity |
| 3. to defeat | C. goodness |
| 4. to honour | D. experienced |
| 5. to value | E. to praise |
| 6. fame | F. calmly |
| 7. virtue | G. to beat |

Ex. 4 Comprehension and discussion questions

1. Why was Rome in danger in 460 BC?
2. What did the leaders of the government decide to do to save the country?
3. Who was Cincinnatus?
4. How did the crucial battle end under the leadership of Cincinnatus?
5. What did Cincinnatus do after the battle was over?
6. What does Cincinnatus's decision show?

Ex. 5 Say if the following statements are true or false.

1. In the year 400 BC Rome suffered hard times.
2. The Romans surrounded the enemy on all sides.
3. Cincinnatus was a great Roman ruler.
4. It took Cincinnatus a long time to defeat the enemy.
5. Cincinnatus valued fame most of all.
6. Cincinnatus loved his country and decided to stay in Rome.

Ex. 6 Sum up the text using no more than 5 sentences.

SECTION 2

Advanced Reading

TEXT 2

THREE QUESTIONS

Leo Tolstoy

One day it occurred to a certain emperor that if he only knew the answers to three questions, he would never fail: "What

is the best time to do each thing? Who are the most important people to work with? What is the most important thing to do at all times?"

The emperor issued a decree throughout his kingdom announcing that whoever could answer the questions would receive a great reward. Many who read the decree made their way to the palace at once, each person with a different answer.

In reply to the first question, one person advised that the emperor make up a thorough time schedule. Another person replied that it was impossible to plan in advance and that the emperor should put all vain amusements aside and remain attentive to everything in order to know what to do at what time. Someone else insisted that, by himself, the emperor could never hope to have all the foresight and competence necessary to decide when to do every task and what he really needed was to set up a Council of the Wise and then to act according to their advice.

The responses to the second question also lacked accord. One person said that the emperor needed to place all his trust in administrators, another urged reliance on priests and monks, while others recommended physicians. Still others put their faith in warriors.

The third question drew a similar variety of answers. Some said science was the most important pursuit. Others insisted on religion. Yet others claimed the most important thing was military skill.

The emperor was not pleased with any of the answers, and no reward was given. After several nights of reflection, he decided to visit a hermit who lived up on the mountain and was said to be an enlightened man. The emperor wished to find the

hermit to ask him the three questions, though he knew the hermit never left the mountains and was known to receive only the poor, refusing to have anything to do with persons of wealth or power. So the emperor disguised himself as a simple peasant and ordered his attendants to wait for him at the foot of the mountain while he climbed the slope alone to find the hermit.

The emperor found the hermit digging a garden in front of his hut. When the hermit saw the stranger, he nodded his head in greeting and continued to dig. The labor was obviously hard on him. He was an old man, and each time he thrust his spade into the ground to turn the earth, he sighed heavily.

The emperor approached him and said, "I have come here to ask your help with three questions: When is the best time to do each thing? Who are the most important people to work with? What is the most important thing to do at all times?"

The hermit listened attentively but only patted the emperor on the shoulder and continued digging. The emperor said, "You must be tired. Here, let me give you a hand with that." The hermit thanked him, handed the emperor the spade, and then sat down on the ground to rest.

One hour passed, then two. Finally the sun began to set behind the mountain. The emperor put down the spade and said to the hermit, "I came here to ask if you could answer my three questions. But if you can't give me any answer, please let me know so that I can get on my way home."

The hermit lifted his head and asked the emperor, "Do you hear someone running over there?" The emperor turned his head. They both saw a man with a long white beard emerge from the woods. He ran wildly, pressing his hands against a bloody wound in his stomach. The man ran toward the emperor

before falling unconscious to the ground. Opening the man's clothing, the emperor and the hermit saw that the man had received a deep wound. The emperor cleaned the wound thoroughly and then used his own shirt to bandage it, but the blood completely soaked it within minutes. He rinsed the shirt out and bandaged the wound a second time and continued to do so until the flow of blood had stopped.

At last the wounded man regained consciousness and asked for a drink of water. The emperor ran down to the stream and brought back a jug of fresh water. Meanwhile, the sun had disappeared and the night air had begun to turn cold. The hermit helped the emperor to carry the man into the hut where they laid him down on the hermit's bed. The man closed his eyes and lay quietly. The emperor was worn out from the long day of climbing the mountain and digging the garden. Leaning against the doorway, he fell asleep. When he rose, the sun had already risen over the mountain. For a moment he forgot where he was and what he had come here for. He looked over to the bed and saw the wounded man also looking around him in confusion. When he saw the emperor, he stared at him intently and then said in a faint whisper, "Please forgive me." "But what have you done that I should forgive you?" the emperor asked.

"You do not know me, your majesty, but I know you. I was your sworn enemy, and I had vowed to take revenge on you, for during the last war you killed my brother and seized my property. When I learned that you were coming alone to the mountain to meet the hermit, I resolved to surprise you on your way back to kill you. But after waiting a long time there was still no sign of you, and so I left my ambush in order to seek you out. But instead of finding you, I came across your attendants,

who recognized me, giving me this wound. Luckily, I escaped and ran here. If I hadn't met you I would surely be dead by now. I had intended to kill you, but instead you saved my life! I am ashamed and grateful beyond words. If I live, I vow to be your servant for the rest of my life, and I will bid my children and grandchildren to do the same. Please grant me your forgiveness."

The emperor was overjoyed to see that he was so easily reconciled with a former enemy. He not only forgave the man but promised to return all the man's property and to send his own physician and servants to wait on the man until he was completely healed. After ordering his attendants to take the man home, the emperor returned to see the hermit. Before returning to the palace the emperor wanted to repeat his three questions one last time. He found the hermit sowing seeds in the earth they had dug the day before.

The hermit stood up and looked at the emperor. "But your questions have already been answered." "How's that?" the emperor asked, puzzled. "Yesterday, if you had not taken pity on my age and given me a hand with digging these beds, you would have been attacked by that man on your way home. Then you would have deeply regretted not staying with me. Therefore the most important time was the time you were digging in the beds, the most important person was myself and the most important pursuit was to help me. Later, when the wounded man ran up here, the most important time was the time you spent dressing his wound, for if you had not cared for him he would have died and you would have lost the chance to be reconciled with him. Likewise, he was the most important person, and the most important pursuit was taking care of his wound. Remember

that there is only one important time and that is NOW. The present moment is the only time over which we have dominion. The most important person is always the person with whom you are, who is right before you, for who knows if you will have dealings with any other person in the future? The most important pursuit is making that person, the one standing at your side, happy, for that alone is the pursuit of life.”

(Adapted and abridged)

Ex. 7 Comprehension and discussion questions

1. What do you know about the way of life hermits live?
2. What does the hermit teach the emperor? How is this lesson taught? Do you think the emperor had his three questions answered?
3. Do you agree that the present is the most important time? Why yes or why not?
4. What motivates us to act in the world? Should the happiness of others be privileged over our own happiness? Why yes or why not?

❖ *DID YOU KNOW THAT?*

- There were literally hundreds of crusades. In some periods, armed religious expeditions set forth almost every year.
- Women participated actively in the Crusades, with a few on the front lines.
- In Spain and Portugal, crusade-like wars against the Muslims continued for nearly 800 years. This “perpetual crusade”, known as the Reconquest, did not end until 1492 under Isabella and Ferdinand.

- Crusades were waged in almost every country in Europe and the Near East.
- During the eleventh and twelfth centuries, crusading fervor broke out into savage persecutions of Jews. Although some bishops tried to stop them, Christians in the First Crusade slaughtered entire villages of Jews along the Rhine River.

SECTION 3

CREATIVE TASKS

Do you know what a homonym is? Homonyms are words that share the same pronunciation but have different meanings, whether spelled the same or not. Each sentence below has two or three missing words. The missing words in each sentence are homonyms of each other, which have different spellings and different meanings.

Ex. 8 Insert the correct homonyms in each sentence. Sentence 1 is completed for you.

1. They agreed to play two more games next week, too.
2. The four of us were so hungry that we _____ hamburgers.
3. Each player _____ the ball _____ the hoop at least once.
4. As we approached the coast we could _____ the _____.
5. Anna had _____ many things to _____ on her new machine that she had no time to _____ any seeds in the garden.

6. At the airport the guide said, "Come this _____ so they can _____ your luggage."

7. We had to _____ in the line until they determined the _____ of our bags.

8. We _____ the boat to the dock so it wouldn't go out when the _____ came in.

9. Unfortunately, we did _____ put a very good _____ in the rope and it came unfastened.

10. The people on the safari _____ that a _____ of elephants was headed their way.

11. Everything was so familiar: it was as if we had _____ that _____ before.

12. If you sit _____ very quietly, you can _____ the wind blowing through the trees.

13. We _____ on horseback through the tall grass until we came to the _____ that led to the town.

14. The wind _____ the rain clouds away, leaving a clear _____ sky.

15. We went to where they were selling boats, and _____ boats had a sign on them that said "_____."

16. The man in the _____ coat _____ the notice in a loud voice.

17. The father said, "I will sit in the shade out of the hot _____' _____ while my _____ the roof on the house.

18. "What is the difference between a sailor and a burgain hunter?" "One goes to _____ the _____, the other to _____ the _____."

Ex. 9 Write an essay on the following topic: "Is Honesty Always the Best Policy?"

UNIT 15

SECTION 1

THE UNITED NATIONS

The United Nations **officially came into existence** on 24 October 1945, when **the UN Charter** had been **ratified** by a **majority** of the original 51 **Member States**. The day is now **celebrated** each year around the world as United Nations Day. The **purpose** of the United Nations is to bring all nations of the world together to work for peace and development, based on the **principles** of **justice**, human dignity and the **well-being** of all people. It **affords** the opportunity for countries **to balance** global **interdependence** and **national interests** when **addressing** international problems.

There are currently 193 Members of the United Nations. They meet in the General Assembly, which is the closest thing to a world parliament. Each country, large or small, rich or poor, has a single vote. None of the decisions taken by the **Assembly** are **binding**. Nevertheless, the Assembly's decisions become resolutions that carry the **weight** of world governmental opinion.

The United Nations Headquarters is in New York City but the land and buildings are international territory. The United Nations has its own flag, its own post office and its own **postage stamps**. Six official languages are used at the United Nations - Arabic, Chinese, English, French, Russian and Spanish. The UN European Headquarters is in the Palais des Nations, Geneva, Switzerland. It has offices in Vienna, Austria and Economic Commissions in Addis Ababa in Ethiopia, Amman in Jordan,

Bangkok in Thailand and Santiago in Chile. The senior official of the **United Nations Secretariat** is the **Secretary General**.

Topical Vocabulary

officially	պաշտոնապես
to come into existence	ծագել, առաջանալ
the UN Charter	ՄԱԿ-ի կանոնադրությունը
to ratify	վավերացնել
majority	մեծամասնություն
Member States	անդամ պետություններ
to celebrate	տոնել, նշել
purpose	նպատակ
principle	սկզբունք
justice	արդարություն
well-being	բարեկեցություն, բարօրություն
to afford	ի վիճակի լինել, հնարավորություն ունենալ
to balance	հավասարակշռությունը պահպանել
interdependence	փոխադարձ կախվածություն
national interests	ազգային շահեր
to address	զբաղվել, անդրադառնալ, <i>ախարհել`</i> հասցեագրել
assembly	ժողով, հավաք, ասամբլեա, վեհաժողով
binding	պարտավորեցնող, պարտադիր
weight	ծանրություն
The United Nations Headquarters	ՄԱԿ-ի կենտրոնակայան, գլխավոր վարչություն
postage stamp	նամականիշ, դրոշմանիշ

United Nations Secretariat	ՄԱԿ-ի քարտուղարություն
Secretary General	գլխավոր քարտուղար

Ex.1 Suggest the Armenian translation for the English word combinations.

1. to ratify the UN Charter _____

2. to bring all nations of the world together _____

3. to afford the opportunity _____
4. to balance global interdependence _____
5. to address international problems _____

6. binding decisions _____

7. the weight of world governmental opinion _____

8. the senior officer of the UN Secretariat _____

Ex. 2 Match the words in the left column with their synonyms in the right column.

- | | |
|---------------|-----------------|
| 1. to ratify | A. compulsory |
| 2. justice | B. to deal with |
| 3. dignity | C. to affirm |
| 4. binding | D. fairness |
| 5. to address | E. self-respect |

Ex. 3 Find in the text the English equivalents for the following Armenian word combinations.

1. պաշտոնապես գոյություն ունենալ _____

2. վավերացնել ՄԱԿ-ի կանոնադրությունը _____

3. հիմնված լինել մարդկային արժանապատվության
սկզբունքների վրա _____

4. պահպանել ազգային շահերի հավասարակշռու-
թյունը _____

5. որոշումներ ընդունել _____
6. աշխատել խաղաղության և զարգացման համար _____

Ex. 4 Match the words in the left column with their definitions in the right column.

- | | |
|--------------|--|
| 1. charter | A. any heavy load |
| 2. to ratify | B. higher in rank |
| 3. dignity | C. to be able to do or spare something |
| 4. to afford | D. the state or quality of being worthy of honour |
| 5. weight | E. the fundamental principles of an organization, constitution |
| 6. senior | F. to give formal approval or consent to |

Ex. 5 Fill in the blanks with a suitable word and make necessary changes.

to address, address

1. You will have to _____ your comments to our Head Office.
2. He _____ an audience of 10,000 supporters.
3. The president should _____ as “Mr President”.
4. The new president delivered his inaugural _____ before the audience.
5. I can give you the _____ of a good attorney.

existence, to exist

1. Scientists have many theories about how the universe first came into _____.
2. The organization will cease _____ if financial help is not found.
3. The hostages _____ on bread and water.
4. The organization has been in _____ for 25 years.

Ex. 6 Translate the following sentences into Armenian paying attention to words and word combinations in bold.

1. The newspaper **celebrated the end of the war** in red headlines.
2. She felt a great **weight of responsibility**.
3. A number of countries have refused to **ratify the treaty**.
4. This scandal **adds more weight** to their arguments.
5. They won the battle by **sheer weight of numbers**.
6. The death of her friend **had disturbed the balance of her mind**.

7. The courts must **balance our liberty** against the security of the nation.
8. We hope that the republics will be willing **to ratify the treaty**.
9. The new law **will afford protection** to employees.
10. We are now concerned for **the economic well-being of our country**.

Ex. 7 Translate the following sentences into English; practice using the vocabulary of Section 15.

1. ՄԱԿ-ի գլխավոր նպատակը աշխարհում խաղաղություն և անվտանգություն պահպանելն է:
2. ՄԱԿ-ի գլխավոր վարչությունը գտնվում է Նյու Յորքում:
3. ՄԱԿ-ում գործում են վեց պաշտոնական լեզուներ:
4. ՄԱԿ-ի անդամ պետությունները հավաքվում են գլխավոր վեհաժողովում:
5. ՄԱԿ-ի կանոնադրությունը վավերացվել է 51 անդամ պետությունների կողմից:

Ex. 8 Choose words from the group below to complete the passage. It may be necessary to change the form of the given words.

to organize; to affect; attention; policy; economic; conference

Recently, international conferences 1) _____ by the UN have gained significance. UN conferences have been held since the 1960s, but with the Conference on Environment and Development, known as the Earth Summit, in Rio de

Janeiro, Brazil, in 1992, they turned into real forums for deciding on national and international 2) _____ regarding issues that 3) _____ everyone such as the environment, human rights and 4) _____ development. Since the Earth Summit, UN 5) _____ have turned into forums in which non-governmental organizations (NGOs) can voice their concerns alongside those of governments. Such conferences focus world 6) _____ on these issues and place them squarely on the global agenda.

Ex. 9 Comprehension and discussion questions

1. When did the UN officially come into existence?
2. What is the purpose of the UN?
3. How many countries are there in the UN?
4. Where is the United Nations Headquarters deployed?

Ex. 10 Sum up the text using no more than five sentences.

SECTION 2

Advanced Reading

TEXT 2

INTERNATIONAL DISPUTES

In diplomatic practice the term “international disputes” refers to the most diverse conflict situations among states.

The UN Charter distinguishes the following types of disputes: a) disputes whose continuation could threaten the maintenance of international peace and security; b) other disputes. With regard to the first type of disputes, the Security

Council has special rights: it has the right to investigate any such dispute, to recommend an appropriate procedure or methods for resolving the dispute, and to recommend conditions for settling the dispute.

This division of disputes into types is a relative one. Any dispute causes harm to peaceful relations and to cooperation among states. Nevertheless, the specific emphasis on particularly dangerous disputes is justified.

A distinction is made between legal and political disputes. This distinction is also relative. In international relations politics and law are very closely connected. No political dispute may be solved without allowance for the norms of international law. The division of disputes into political and legal means that in the former case political elements prevail, while in the latter legal elements prevail.

Legal disputes are primarily those that relate to the interpretation of treaties, questions of international law, the existence of any fact constituting a breach of international obligations, and compensation due for the breach of international obligations. A political dispute involves not just disagreements, but matters that people physically fight for.

All the means used to resolve questions arising between sovereign states are based on the agreement. This is why the principal role in resolving disputes is played by the direct agreements of the parties concerned. Such procedures include direct negotiation and conciliatory procedures: good offices, mediation, mixed commissions.

Ex. 11 Comprehension and discussion questions

1. What types of international disputes does the UN Charter distinguish?
2. What is the difference between legal and political disputes?
3. Can you give examples of legal and political disputes?

❖ *DID YOU KNOW THAT?*

- The first place in the world to allow women to vote is New Zealand.
- Women were not allowed to vote in France until 1944.
- Australia was originally called New Holland.
- It costs more to buy a new car today in the United States than it cost Christopher Columbus to equip and undertake three voyages to and from the New World.
- New York was once called New Amsterdam.
- The Anglo-Zanzibar war of 1896 is the shortest war on record lasting an exhausting 38 minutes.
- Albert Einstein was offered the role of Israel's second President in 1952, but declined.
- In space, astronauts cannot cry because there is no gravity and tears can't flow.

SECTION 3

CREATIVE TASKS

Ex. 12 Develop a profile of a typical diplomat at the United Nations.

A. Work in pairs

1. Organize your ideas under the following headings:

personal characteristics
training and knowledge
practical skills.

2. Think of a situation where some of the qualities and qualifications can be useful for a diplomat.

3. Discuss if any of your group fit the description you have worked out.

B. Interviews are one way to gather information from different people. To conduct an interview, you ask questions about a specific topic.

1. Interview at least two people asking them their views on a profile of a diplomat.

2. Before the interviews, write down the questions that you plan to ask leaving some space between them so that you can quickly take notes. Take down the main ideas and key words each person says.

3. Share with your partner the suggestions you have gathered from the interviews and make all the necessary changes in your original ideas.

C. In a three-minute presentation develop a profile of a typical diplomat.

D. As each student gives his or her presentation, write down your thoughts, opinions, and questions. Discuss some of the ideas with the rest of the class.

E. Discussion: Which of your classmates fits the profile best? Why?

ROLE PLAY

1. A foreign journalist is interviewing an Armenian diplomat about the relations between their countries.

Background information for both parties: Armenia and X have centuries-long close relations, extensive trade and cultural links.

2. An Armenian journalist is interviewing a British diplomat about the relations between Britain and X.

Background information for both parties: X has an oppressive military regime, EU arms embargo, recent release of a prominent political prisoner raises hopes of reforms, potentially healthy trade prospects.

The following phrases will help you in your task.

ASKING GENERAL QUESTIONS:

1. May I ask...?
2. I was wondering if you...
3. Would you mind if I asked...?

ASKING FOR FURTHER INFORMATION:

1. Would you please elaborate on that?
2. Could you be a little more precise...?
3. Could you explain it in a little more detail...?

PLAYING FOR TIME:

1. That is a difficult question to answer.
2. I'm sure you will appreciate how complicated this matter is.
3. You have raised an important point there.

SAYING NOTHING:

1. I'm afraid I'm not in a position to comment on that yet.
2. I'm afraid I don't have enough information at my disposal to consider all the consequences of this particular decision.

➤ **Write an essay on the following topic:** “Do Modern Means of Communication Make Our Society Better or Worse?”

UNIT 16

SECTION 1

THE NORTH ATLANTIC TREATY ORGANIZATION

Formed in 1949 with the signing of the Washington Treaty, NATO is a **security alliance** of 29 countries from North America and Europe. NATO's **fundamental goal** is to **safeguard** the Allies' freedom and security by political and **military means**. As we approach the celebration of the Alliance's 70th **anniversary**, NATO remains the principal **security instrument** of the **transatlantic** community and expression of its common democratic values. It is the practical means through which the security of North America and Europe are **permanently** tied together. NATO **enlargement** has **furthered** the development of its member states.

Article 5 of the Washington Treaty assumes that **an attack** against one Ally is an attack against all and is at the core of the Alliance as a promise of collective defense. Article 4 of the treaty ensures **consultations** among Allies on security matters of common interest, which after 70 years have **expanded** from a narrowly defined Soviet threat to the critical mission in Afghanistan, as well as **peacekeeping** in Kosovo and new threats to security such as **cyber attacks**, and global threats such as terrorism and **piracy** that affect the Alliance and its global network of partners.

In addition to its traditional role in the territorial defense of Allied nations, NATO led the UN-mandated International Security Assistance Force (ISAF) in Afghanistan and had

ongoing missions in the Western Balkans, the Mediterranean, and Iraq. It also conducts **extensive** training exercises and offers security support to partners around **the globe**, including the European Union in particular, also the United Nations and the African Union.

Topical Vocabulary

North Atlantic Treaty Organization (NATO)	Հյուսիսատլանտյան դաշինք (ՆԱՏՕ)
security alliance	անվտանգության դաշինք
fundamental goal	հիմնական նպատակ
to safeguard	պահպանել, երաշխավորել
military means	ռազմական միջոց(ներ)
anniversary	տարեդարձ
security instrument	անվտանգության գործիք
transatlantic	անդրատլանտյան
permanently	մշտապես
enlargement	մեծացում, ընդլայնում
to further	առաջ մղել, խթանել
attack	գրոհ
consultation	խորհրդատվություն, խորհրդակցություն
to expand	տարածվել, ընդլայնվել
peacekeeping	խաղաղապահ
cyber attack	կիբեռ գրոհ
piracy	ծովահենություն
in addition to	ի լրումն, ի լրացում
ongoing missions	գործող առաքելություններ
extensive	ծավալուն
the globe	երկրագունդ

Ex. 1 Suggest the Armenian translation for the English word combinations

1. security alliance of 29 countries _____

2. to safeguard the allies' freedom _____

3. by political and military means _____

4. to remain the principal security instrument _____

5. common democratic values _____

6. to be at the core of the alliance _____

7. to ensure consultations _____

8. to conduct extensive training exercises _____

Ex. 2 Match the words in the left column with their synonyms in the right column.

- | | |
|-----------------|---------------|
| 1. alliance | A. the earth |
| 2. safeguard | B. to promote |
| 3. to further | C. continuous |
| 4. consultation | D. agreement |
| 5. ongoing | E. protection |
| 6. the globe | F. dicussion |

Ex. 3 Find in the text the English equivalents for the following Armenian word combinations.

1. ստորագրել պայմանագիր _____

2. պահպանել ազատությունը և անվտանգությունը _____

3. մշտապես կապված լինել _____

4. համընդհանուր պաշտպանության խոստում _____

5. խորհրդատվություն անվտանգության խնդիրների վերաբերյալ _____

6. առաջարկել աջակցություն անվտանգության հարցերում _____

Ex.4 Match the words in the left column with their definitions in the right column.

- | | |
|-----------------|--|
| 1. alliance | A. to protect from harm or damage |
| 2. to safeguard | B. the date on which an event occurred in some previous year |
| 3. anniversary | C. the act or procedure of consulting |
| 4. enlargement | D. a formal agreement or pact, esp. a military one |
| 5. to further | E. the act of enlarging or the condition of being enlarged |
| 6. consultation | F. to assist the progress of; to promote |

Ex.5 Fill in the blanks with a suitable word and make necessary changes.

to safeguard, safeguard

1. There are many _____ built into the system to prevent fraud.
2. Industry has a duty _____ consumers.
3. International _____ prevent the increase of nuclear weapons.
4. The new law has _____ to protect the rights of citizens.

to consult, consultation

1. The President _____ with European leaders before taking action.
2. An increasing number of people _____ their accountants about the tax laws.
3. He's calling for urgent _____ between the government and the oil industry to resolve the problem.
4. There will be a public _____ to ask for people's views.

to attack, attack

1. Newspapers _____ the government for failing to cut taxes.
2. There have been several _____ on foreigners recently.
3. The company has come under fierce _____ for its decision.
4. Army tanks _____ a village near the capital on Sunday.
5. His shop _____ by a gang of youths.

Ex. 6 Translate the following sentences into Armenian paying attention to words and word combinations in bold.

1. They **signed an agreement** of mutual understanding.
2. He dedicated his life **to furthering the cause of world peace.**
3. Would you like **to enlarge on your original statement?**
4. **Enlargement negotiations** formally started in March.
5. The prison was ordered **to tighten security** after a prisoner escaped yesterday.
6. The Security Commission **investigates breaches of security.**
7. We have been asked not to say anything **for security reasons.**
8. The **security forces** opened fire, killing two people.
9. The government has threatened **to take military actions** if the rebels do not withdraw from the area.
10. The United States is prepared **to use military force** to achieve its aims.

Ex. 7 Choose words from the group below to complete the passage. It may be necessary to change the form of the given words.

globalization; troops; terrorism; alliance; effort; attack

NATO expanded its role to include the war on
1) _____ after 9/11, which was considered an
2) _____ on the US. During the strained situation in
Afghanistan NATO's highest priority was its mission in the
country, where 84,000 3) _____ were deployed
not only from the NATO member countries, but also at least

from a dozen non-members. However, NATO itself admits that “Peacekeeping has become at least as difficult as peacemaking.” As a result, NATO has developed 4) _____ throughout the world. In the age of 5) _____, transatlantic peace has become a worldwide 6) _____ that extends beyond military might alone.

Ex. 8 Comprehension and discussion questions

1. When was NATO formed?
2. What is the fundamental goal of NATO?
3. What has furthered the NATO enlargement?
4. What is the traditional role of NATO?

Ex. 9 Sum up the text using no more than five sentences.

SECTION 2

Advanced Reading

TEXT 2

THINGS YOU NEED TO KNOW ABOUT NATO

- Managing crises around the world: In the 1990s, NATO stopped further bloodshed from occurring in Bosnia and Kosovo. Since 2003, NATO has helped to ensure that Afghanistan is no longer a safe haven for international terrorist groups. NATO has also helped to prevent piracy off the Horn of Africa and, since 2016, has helped address the refugee and migrant crisis in Europe.
- Fighting Terrorism: NATO plays an important role in fighting terrorism, contributing more than 13,000 NATO

troops to train local forces in Afghanistan. NATO is also a full member of the Global Coalition to Defeat ISIS. NATO is also training Iraqi forces to better fight ISIL, and their new Intelligence Division helps to anticipate and respond to threats. In Naples NATO has set up a “Hub for the South” to help Allies tackle the threat of terrorism.

- **Working with partners:** Because threats like terrorism, piracy and cyber warfare know no borders, NATO is committed to cooperation with its global partners. That’s why it works with over 40 partner countries around the world, as well as organizations such as the United Nations, the European Union, the Organization for Security and Cooperation in Europe (OSCE) and the African Union to spread stability and security.
- **Troops and Equipment:** Whenever NATO carries out a mission, individual Allies commit troops and equipment to be placed under a unified NATO command. These become known as “NATO forces”.
- **NATO’s Command Structure:** With so many countries working together, having a clear chain of command is vital. Military and civilian personnel from all member states work together every day within NATO’s “Command Structure”. This includes two top-level Strategic Commands: Allied Command Operations, based in Mons, Belgium; and Allied Command Transformation, based in Norfolk in the United States.
- **NATO funding:** Every NATO country contributes to the costs of running the Alliance. By far the Allies’ biggest contribution comes in the form of taking part in NATO-led missions and operations. For example, one country

might provide fighter jets, while another provides ships, equipment or troops. NATO Allies also provide direct funding to NATO to cover the costs of NATO staff and facilities, its Command Structure and its jointly-owned equipment.

- The “Open Door” Policy: The Open Door Policy is a founding principle of NATO and means that any country in the Euro-Atlantic area is free to join NATO if it is prepared to meet the standards and obligations of membership, contributes to the security of the Alliance, and shares NATO’s values of democracy, reform and the rule of law. Since 1949 NATO’s membership has grown from 12 to 29 countries. In 2017 NATO welcomed Montenegro as the 29th member of the Alliance.
- Cyber Defense: Cyber-attacks are becoming more common, sophisticated and damaging, making cyber defense a top priority for NATO. In fact, NATO now recognises cyberspace as an “operational domain” just as land, sea or air. NATO helps Allies to boost their cyber defenses by sharing information about threats, investing in education and training, and through exercises. NATO also has cyber defense experts that can be sent to help Allies under attack.

Ex. 10 Discuss the text and prepare short reports on NATO and its activities.

❖ ***DID YOU KNOW THAT?***

- Iceland is home to one of the world’s oldest democracies; established in 930.

- Iceland does not have an army, navy or air force.
- The Icelandic police don't carry guns. Crime in Iceland is very low and violent crime is practically nonexistent.
- Per capita Iceland has the highest number of book and magazine publications and 10% of the country's population will publish a book in their lifetimes.
- In Iceland there is a volcanic eruption every 4 years on average.
- There are no forests in Iceland.
- Beer remained illegal in Iceland until 1989.
- At 43.5 hours per week, they have the longest work week in Europe.
- The Icelandic language remains unchanged from ancient Norse. That means 1,000-year-old texts are still easily read.
- There are no surnames or family names in Iceland. Icelanders use the traditional Nordic naming system, which includes a last name that is comprised from their father's (or mother's) first name with the addition of -dóttir (-daughter) or -son.
- 60% of the Icelandic population lives in Reykjavík.

SECTION 3

CREATIVE TASKS

Ex. 11 Typical Job Interview Questions

Although there is no way to predict what kind of questions you might be asked in a particular job interview, here are some typical questions you should be prepared to handle. Imagine you are being interviewed for your dream

job. Be positive, enthusiastic and do your best to show your strengths to the interviewer.

- What do you expect to be doing in five years?
- What are your strengths and weaknesses?
- What do you know about this company/organization?
- Do you consider yourself to be detailed-oriented?
- What do you think it takes to succeed in one's position?
- Describe the kind of supervisor you prefer.
- Describe a situation which upset you at work or at the university.
- Do you work best on your own or with others?
- Do you like routine work?
- Define "cooperation".
- How do you feel about overtime work?
- What do you think determines a person's progress in a good organization?
- Describe your ideal job.

➤ **Write an essay on the following topic:** "An Example of True Courage".

UNIT 17

SECTION 1

THE LEAGUE OF NATIONS

The League of Nations was founded immediately after the First World War. It originally **consisted of** 42 countries, 26 of which were non-European. At its largest, 57 countries were members of the League. The League was **created** because a number of people in France, South Africa, the UK and the US believed that a world organization of nations could keep peace and **prevent a repetition** of the horrors of the 1914-1918 war in Europe. An effective world body now seemed possible because communications were much better and there was increasing **experience** of working together in international organizations. **Coordination** and cooperation for economic and social progress were becoming important.

The League had two basic aims. Firstly, it sought **to preserve** peace through collective actions. **Disputes** would be **referred** to the League's Council for **arbitration and conciliation**. If necessary, economic and then military **sanctions** could be used. In other words, members **undertook** to defend other members from **aggression**. Secondly, the League aimed to promote international cooperation in economic and social **affairs**.

The End of the League

As the Second World War **unfolded**, it became clear that the League had failed in its chief aim of keeping peace. The

League had no **military power** of its own. It depended on its members' **contributions**; and its members were not **willing** to use sanctions, economic or military.

Several Big Powers failed to support the League: the United States **crucially** never joined, Germany was a member for only seven years from 1926 and the USSR for only five years from 1934, Japan and Italy both **withdrew** in the 30s. The League then depended mainly on Britain and France, who were understandably **hesitant** to act forcefully. It was indeed difficult for governments long **accustomed** to operating independently to work through this new organization.

Topical Vocabulary

League of Nations	Ազգերի լիգա
to consist (of)	բաղկացած լինել
to create	ստեղծել
to prevent	կանխել
repetition	կրկնություն
experience	փորձ, փորձառություն
coordination	համակարգում, համաձայնեցում
to preserve	պահպանել
dispute	բանավեճ
to refer	հղել
arbitration	իրավարարություն, միջնորդ դատարան
conciliation	հաշտեցում
sanction	պատժամիջոց
to undertake	նախաձեռնել, ձեռնարկել

aggression	ագրեսիա
affairs	գործեր
to unfold	սկսվել
military power	ռազմական հզորություն
contribution	աջակցություն, օժանդակություն
willing	պատրաստական
crucial	1) վճռական 2) բախտորոշ, ճակատագրական
to withdraw	դուրս գալ, հեռանալ
hesitant	1) անվճռական 2) տատանվող
accustomed	վարժված, սովոր

Ex. 1 Suggest the Armenian translation for the English word combinations.

1. to be members of the League _____

2. to prevent a repetition of the horrors _____

3. coordination and cooperation for economic progress _____

4. to preserve peace _____
5. to use military sanctions _____

6. to defend members from aggression _____

7. to promote international cooperation _____

8. chief aim _____

9. to be willing to use sanctions _____

10. to be understandably hesitant to act forcefully _____

Ex. 2 Match the words in the left column with their synonyms in the right column.

- | | |
|-----------------|------------------|
| 1. to create | A. to boost |
| 2. to transform | B. to maintain |
| 3. cooperation | C. collaboration |
| 4. to preserve | D. to form |
| 5. to promote | E. authority |
| 6. power | F. to change |

Ex. 3 Find in the text the English equivalents for the following Armenian word combinations.

1. Ազգերի լիզայի անդամներ _____

2. կանխել սարսափների կրկնությունը _____

3. պահպանել խաղաղություն _____

4. նպաստել միջազգային համագործակցությանը _____

5. տնտեսական և ռազմական պատժամիջոցներ
կիրառել _____

6. կախված լինել անդամների օժանդակությունից _____

7. ունենալ սեփական ռազմական հզորություն _____

Ex. 4 Match the words in the left column with their definitions in the right column.

- | | |
|-----------------|---|
| 1. cooperation | A. to alter or be altered radically in form, function, etc. |
| 2. conciliation | B. the action or process of working together to the same end |
| 3. to withdraw | C. a method of helping the parties in a dispute to reach an agreement |
| 4. to unfold | D. to develop gradually or be revealed |
| 5. to preserve | E. to keep safe from danger or harm; to protect |
| 6. to transform | F. to take or draw back or away; to remove |

Ex. 5 Fill in the blanks with a suitable word and make necessary changes.

to cooperate, cooperation

1. The two universities are to _____ in the development of a new industrial process.
2. I advised my client _____ fully with the police.
3. We sought the _____ of various civic leaders.
4. The church seeks _____ closely with local schools.

5. The companies need to strengthen international _____.

to contribute, contribution

1. City employees cannot _____ to political campaigns.
2. As a mayor, he made many positive _____ to the growth of the city.
3. The volunteers _____ their own time to the project.
4. He made an important _____ to the debate.
5. The money was raised by voluntary _____.

Ex. 6 Translate the following sentences into Armenian paying attention to words and word combinations in bold.

1. The USA decided **to withdraw 40,000 troops** from Western Europe.
2. Increased population **has transformed the landscape**.
3. The company's attempts **to conciliate the strikers** have failed.
4. The government says that it will view any attempt to fly over its territory **as an act of aggression**.
5. The UN Security Council may **impose economic sanctions**.
6. I don't think they **support that version** of the program anymore.
7. The European Union is considering whether **to provide financial support** for the expedition.
8. Every effort was made **to settle the dispute** but without success.

9. Sixty percent of voters said **they would willingly pay higher taxes** for better health care.
10. This aid money **is crucial** to the government's economic policies.

Ex. 7 Choose words from the group below to complete the passage. It may be necessary to change the form of the given words.

permanent; decision; power; to consist; creation; to ensure; change; principal

The League's Council was transformed into the Security Council 1) _____ of the five victors of the war as 2) _____ members and ten other countries serving two year terms. The five permanent members - China, France, the UK, the USSR, and the US were also given veto 3) _____, which means that 4) _____ taken by the Security Council can be blocked by any of the five permanent members. This is significant firstly because the Security Council is the 5) _____ UN organ responsible for 6) _____ peace, and, secondly, because it is the only body whose decisions are binding on all Member States. Since the 7) _____ of the UN the balance of Big Powers has changed and over one hundred new Member States, mainly non-Western, have joined. With these 8) _____ have come increasing demands to reform the Security Council.

Ex. 8 Comprehension and discussion questions

1. When was the League of Nations founded?

2. What was the main purpose of the world organization of nations?
3. Why couldn't the League of Nations maintain peace in the Second World War?
4. How was the League's Council called later?

Ex. 9 Sum up the text using no more than five sentences.

SECTION 2

Advanced Reading

TEXT 2 ARE INTERNATIONAL ORGANIZATIONS EFFECTIVE?

The number of international organizations operating on the world arena today is not known but one thing is certain: it is incredibly large. However, a question that arises quite often is how effective they are.

Prof. Konstantinos Magliveras argues that on the whole international organizations have been and are efficient institutions showing strong signs of effectiveness. He bases his arguments on the following principal considerations. *First*, the increasing number of states willing to join international organizations. *Second*, that states keep on establishing new international organizations, despite the existence of others covering the same or similar areas of activities. *Third*, the tendency among states in all parts of the world to abandon bilateral or small group diplomacy and move towards multilateral diplomacy, managing their relations mainly through

international organizations. *Fourth*, the recent trend to transform successful but “soft international organizations” into “hard international organizations”, as a means to consolidate their achievements and move forwards. *Fifth*, the competition among international organizations shows that some of them have been more efficient than other similar organizations, and, as a consequence, have prevailed over their competitors.

Ex. 10 Read the text thoroughly and discuss your considerations with the rest of the class.

❖ ***DID YOU KNOW THAT?***

- All of Africa was colonized by foreign powers during the “scramble for Africa”, except Ethiopia and Liberia.
- African continent is the world’s oldest populated area.
- The continent’s population will more than double to 2.3 billion people by 2050.
- Africa is the world’s poorest and most underdeveloped continent with a continental GDP that accounts for just 2.4% of global GDP.
- Almost 40% of adults in Africa are illiterate – two-thirds are women. Adult literacy rates are below 50% in Benin, Burkina Faso, Chad, Ethiopia, Guinea, Mali, Niger, Senegal, Sierra Leone and The Gambia.
- Over 240 million Africans suffer from chronic undernourishment.

SECTION 3

CREATIVE TASKS

Ex. 11 Debate: “Should there be more International Organizations like the United Nations?”

Revise the tips in Unit 4 on how to organize a debate. Remember that the chairperson’s skillful guidance is of utmost importance for the debate to be a success. Below there are two positions – one for, the other against having more organizations like the UN. In your speeches you can argue for or against these positions, too, if you like.

YES position – International organizations like the United Nations bring nations closer together. This allows nations to work together to solve global issues and create a more peaceful global society. These are just some of the positive benefits of global organizations. If there were more organizations like the United Nations, the world would be a more peaceful place.

NO position – The entire idea of the United Nations is for it to be a single body to which any nation can appeal for help or apply for membership. What we do need is a United Nations with some teeth. A United Nations that could do more than adopt a resolution that amounts to little more than a finger shake and “shame, shame” at countries that enslave, kill and starve their own citizens or people of other countries.

- **Write an essay on the following topic: “Our Precious Planet”.**

UNIT 18

SECTION 1

COLD WAR

The Cold War was the most important political and diplomatic issue of the 20th century. The main Cold War enemies were the United States and the Soviet Union. The Cold War got its name because both sides were afraid of fighting each other directly. In such a “hot war” **nuclear weapons** might **destroy** everything. So, instead, they fought each other indirectly. They also used words as weapons. They **threatened** and **denounced** each other.

The term “Cold War” was first used in 1947 by Bernard Baruch, senior advisor to Harry Truman, the 33rd president of the United States.

The Cold War can be said to have begun in 1917, with the **emergence** in Russia of a revolutionary Bolshevik regime **devoted** to spreading communism throughout the **industrialized world**. The Cold War was a **decades-long struggle** for global **supremacy**. For the first few years of the early Cold War (between 1945 and 1948), the conflict was more political than military.

The United States and the Soviet Union were the only two **superpowers** after the Second World War. The fact that by the 1950s each **possessed** nuclear weapons and the means of delivering such weapons on their enemies, added a **dangerous aspect** to the Cold War. The Cold War world was **separated** into three groups. The United States led the West. This group

included countries with democratic political systems. The Soviet Union led the East. This group included countries with communist political systems. The **non-aligned group** included countries that did not want **to be tied to** either the West or the East.

Topical Vocabulary

Cold War	սառը պատերազմ
nuclear weapon	միջուկային զենք
to destroy	ավերել, ոչնչացնել
to threaten	սպառնալ
to denounce	դատապարտել, մեղադրել
emergence	հայտնվելը, երևան գալը
to devote	նվիր(վ)ել
industrialized world	արդյունաբերական աշխարհ
decades-long struggle	տասնամյակների շարունակվող պայքար
supremacy	գերազանցություն, գերիշխանություն
superpower	գերտերություն
dangerous aspect	վտանգավոր կողմ
to separate	բաժանել
non-aligned group	անկախ խումբ
to be tied (to)	կապված լինել

Ex. 1 Suggest the Armenian translation for the English word combinations.

1. to negotiate a treaty _____
2. political and diplomatic issue _____
3. to be afraid of fighting _____

4. to use words as weapons _____
5. to threaten and denounce _____
6. decades-long struggle _____
7. global supremacy _____
8. to possess nuclear weapons _____
9. political and military conflict _____
10. to fight each other indirectly _____
11. hot war _____

Ex. 2 Match the words in the left column with their synonyms in the right column.

- | | |
|----------------|----------------|
| 1. issue | A. to accuse |
| 2. enemy | B. problem |
| 3. to destroy | C. hazardous |
| 4. to denounce | D. to ruin |
| 5. to threaten | E. to have |
| 6. to struggle | F. to endanger |
| 7. to possess | G. foe |
| 8. dangerous | H. to fight |

Ex. 3 Find in the text the English equivalents for the following Armenian word combinations.

1. օգտագործել բառերը որպես զենք _____

2. տարածել կոմունիզմ _____
3. սառը պատերազմի վտանգավոր կողմը _____

4. բաժանվել խմբերի _____
5. միջուկային զենք ունենալ _____

6. համաշխարհային գերիշխանություն _____

7. ռազմական հակամարտություն _____

8. քաղաքական համակարգ _____

Ex. 4 Fill in the blanks with a suitable word and make necessary changes.

policy, political

1. The UN is seeking a _____ solution rather than a military one.
2. The US has two main _____ parties.
3. There's a clause in the _____ that I'd like to discuss.
4. The company has adopted a strict no-smoking _____.

to threaten, threatening

1. Postal workers _____ a strike if they don't receive a pay increase.
2. The incident _____ to ruin his chances in the election.
3. He _____ to take them to court.
4. His voice sounded _____.

diplomacy, diplomatic, diplomatically

1. The job requires tact and _____.
2. _____ efforts to end the fighting began on October 25.

3. The two countries established _____ relations last year.
4. Maria handled the situation very _____.

Ex. 5 Choose words from the group below to complete the passage. It may be necessary to change the form of the given words.

barrack; soldier; to devote; to be released; professional; to marry; retirement

The Spartan Army was one of the earliest known 1) _____ armies. Boys were sent to 2) _____ at the age of seven to train for being a 3) _____. At the age of thirty they 4) _____ from the barracks and allowed 5) _____ and have a family. After that, men 6) _____ their lives to war until their 7) _____ at the age of 60.

Ex. 6 Comprehension and discussion questions

1. What was the most important issue of the 20th century?
2. Who were the main actors of the Cold War?
3. Who used the term Cold War first?
4. When did the Cold War begin and which were its dangerous aspects?

Ex. 7 Sum up the text using no more than five sentences.

SECTION 2

Advanced Reading

TEXT 2

A NEW WORLD ORDER

The birth of the post-Cold-War world was accompanied by a wave of optimism and idealism. The superpower era had been marked by East-West rivalry that expanded across the globe and led to a nuclear buildup that threatened to destroy the planet. As communism collapsed in Eastern Europe, and Soviet power was in retreat both domestically and internationally, “one world” speaking with “one voice” appeared to have come into existence. The “new world order” was going to be based not on ideological conflict and balance of terror, but on a common recognition of international norms and standards of morality. Central to this emerging world order was the recognition of the need to settle disputes peacefully, to resist aggression and expansionism, to control and reduce military arsenals, and to ensure the just treatment of domestic populations through respect for human rights. What is more, the post-Cold-War world order appeared to pass its first series of major tests with ease.

Iraq’s annexation of Kuwait in August 1990 led to the construction of a broad western and Islamic alliance which, through the Gulf War of 1991, brought about the expulsion of Iraqi forces. The disintegration of Yugoslavia in 1991 saw the first use of the Conference on Security and Cooperation in Europe (CSCE) (renamed the Organization for Security and Cooperation in Europe (OSCE) in December 1994) as a mechanism for tackling international crises, leading to hopes

that it would eventually replace both the Warsaw Pact and NATO.

Ex. 8 Write an essay on the following topic: “Did the optimistic expectations of people regarding the new world order come true?”

The following list of expressions will help you write your essay.

bipolar (unipolar, multipolar) world	military capacity
political authority	to intervene into a country's affairs
pursuit of national interest	to play the role of the “world's police force”
power politics	to increase / reduce tensions and conflicts
to maintain mastery of the global economy	to keep under control
external threat	to give societies a sense of purpose (identity)
racial, regional and ethnic tensions	lawlessness and inaction
new world order/new world disorder	mutual hostility
less/more predictable conditions	to impose superpower rivalry
instability of post-Cold-War politics	transitory character
to come into existence	to come about through cooperation

❖ ***DID YOU KNOW THAT?***

Strange Facts about Crazy Laws

- In Mohave County, Arizona, if anyone is caught stealing soap, he must wash himself with it until the soap is gone.
- First cousins may marry in Utah, but only after they're 65 years old.
- In Tennessee, it is illegal for children to play games on Sunday without a license.
- In Dyersburg, Tennessee, it is against the law for a girl to telephone a boy to ask for a date.
- Colorado law states that a man cannot marry his wife's grandmother.
- In Kansas, when two trains meet at a crossing, "both shall come to full stop and neither shall start up again until the other has gone".
- In Michigan, a woman's hair belongs to her husband.
- In Kentucky, it is against the law to remarry the same man four times.
- In Arizona, a man may legally beat his wife once a month, but no more.
- In Zeigler, Illinois, only the first four firemen to arrive at a fire will be paid.
- **It is legal in France to marry a dead person (Posthumous marriage or Necrogamy).** Under French law in exceptional cases you can marry posthumously, as long as you can prove that the deceased had the intention of marrying while alive. France has had hundreds of requests each year, of which many have been accepted. Similar forms are practiced in Sudan and China.

SECTION 3

CREATIVE TASKS

Ex. 9 Express your opinion on the topics *Causes of Crime* and *Prison* using the following expressions:

In my opinion...	I would say that...
To my mind...	It seems to me that...
As far as I am concerned...	I'm of the opinion that...
From my point of view...	I have no doubt that...
As for me / as to me...	I'm sure / I'm certain that...
My view/opinion/belief/impression is that...	My own feeling on the subject is that...
I think/consider/find/believe that...	I dare say that...
I hold the view that...	It goes without saying that...

Causes of crime

- Which developed countries do you think have the most crime?
- Which developing countries do you think have the most crime?
- Why do you think these countries have more crime?
- Why do people become criminals? What are the causes of crime? Are some people born bad or do they become criminals as a consequence of the environment?
- Are the cinema and television responsible in any way for crime? If so, in what way?

- If people's genes, environment and television are the cause of people's criminality, is the person to blame? They are not responsible for any of these factors, so why do we punish them?

Prison

- Why do we put people in prison?
- Is it to deter people from committing crimes? Does it, in fact deter people? Do countries with strict sentencing policies and the death penalty have less crime?
- Is it to reform people? Does it reform them or make them worse? Do people come out of prison better people?
- Is it to keep dangerous people away from the society? How can you tell when a person is "safe" to release? Does that mean that many people should never be released from prison?
- Is prison simply a method of obtaining revenge? Is it because criminals "deserve" punishment? Is revenge a good basis for a social institution?
- What other reasons are there for putting people in prison?
- People with certain pathologies, such as psychopaths, apparently cannot be reformed. What can society do in such cases?
- Imagine two young men who commit an act of vandalism. One of them gets caught and goes to prison, but the other is not identified and goes to university. There is a high probability that the one who goes to prison will become a lifelong criminal while there is an equally high probability that the one who goes to

university will have a successful life. What does this suggest about the present system? How could one improve it?

- What is a “life sentence”? Should it literally mean “life”?
- What about “good conduct”? Should people be allowed out early if they behave themselves?
- Are criminals looked after too well while they are in jail?
- Should we try to make life as uncomfortable as possible for people in prison? To make prison more unpleasant should criminals be obliged to carry out “hard labour”?
- Are you in favor of capital punishment? What are the arguments for and against?
- Under what circumstances should we send teenagers to prison? What effect do you think it would have on them?

➤ **Write an essay on the following topic:** “Music as My Second Language”.

UNIT 19

SECTION 1

NATO AND THE COLD WAR

During the Cold War, NATO's mission expanded to prevent nuclear war. After West Germany **joined NATO**, the communist countries formed the **Warsaw Pact** alliance, including the USSR, Bulgaria, Hungary, Rumania, Poland, Czechoslovakia and East Germany. **In response** NATO **adopted** the "Massive **Retaliation**" policy, which promised to use nuclear weapons if the Pact attacked. This **deterrence policy** allowed Europe **to focus on** economic development instead of building large **conventional** armies.

The Soviet Union, on the other hand, continued to build its military presence. By the end of the Cold War, it was spending three times what the US was with only one-third the economic power. When the Berlin Wall fell in 1989, it was due to economic as well as **ideological** reasons. After the USSR dissolved in the late 1980s, NATO's relationship with Russia **thawed**. In 1997 the NATO-Russia Founding Act was signed to build **bilateral cooperation**. In 2002 the NATO-Russia Council was formed to allow NATO members and Russia **to partner** on common security issues.

The **collapse** of the USSR led to unrest in its former **satellite states**. NATO expanded its focus to address this **instability** when a civil war in the former Yugoslavia turned into **ethnic cleansing** and **massacre**. NATO's **initial** support of a United Nations **naval embargo** led to the **enforcement** of a

no-fly zone. Violations then led to a few **airstrikes** until September 1995, when NATO conducted a heavy nine-day air campaign that ended the war. By December of that year, NATO **deployed** a peace-keeping force of 60,000 soldiers that ended in 2004, when NATO **transferred** this function to the European Union.

Topical Vocabulary

to join NATO	անդամակցել ՆԱՏՕ-ին
Warsaw Pact	Վարշավայի պայմանագիր
in response	ի պատասխան
to adopt	ընդունել
retaliation	վոխհատուցում
deterrence policy	զսպման քաղաքականություն
to focus (on)	կենտրոնանալ, ուշադրությունը կենտրոնացնել
conventional	<i>ռազմ.</i> սովորական, ոչ միջուկային
ideological	գաղափարախոսական
to thaw	ջերմանալ (հարաբերությունների մասին)
bilateral cooperation	երկկողմ համագործակցություն
to partner	ընկերանալ, գործընկեր լինել/դառնալ
collapse	փլուզում
satellite state	արբանյակ երկիր
instability	անկայունություն
ethnic cleansing	էթնիկ զտումներ
massacre	կոտորած, ջարդ
initial	սկզբնական

naval embargo	նազնաժողպային բռնարգելք
enforcement	հարկադրանք, ճնշում
no-fly zone	քռիչքազերծ գոտի
violation	խախտում
airstrike	օդային հարձակում
to deploy	տեղակայել
to transfer	փոխանցել

Ex. 1 Suggest the Armenian translation for the English word combinations.

1. to prevent nuclear war _____

2. to adopt the “Massive Retaliation” policy _____

3. to focus on economic development _____

4. to build large conventional armies _____

5. due to economic as well as ideological reasons _____

6. to build bilateral cooperation _____

7. to partner on common security issues _____

8. to address the instability _____

9. to lead to a few airstrikes _____

10. to deploy peace-keeping forces _____

Ex. 2 Match the words in the left column with their synonyms in the right column.

- | | |
|----------------|--------------------|
| 1. response | A. to clean |
| 2. to adopt | B. reply |
| 3. to dissolve | C. to accept |
| 4. to cleanse | D. to disintegrate |
| 5. violation | E. unsteadiness |
| 6. instability | F. breach |

Ex. 3 Find in the text the English equivalents for the following Armenian word combinations.

1. միջուկային զենք օգտագործել _____

2. Խորհրդային Միության փլուզումը _____

3. ուշադրությունը կենտրոնացնել զարգացման վրա _____

4. անվտանգության խնդիրներ _____

5. վերածվել էթնիկ գաղումների _____

6. հանգեցնել օդային հարձակումների _____

7. տեղակայել խաղաղապահ ուժեր _____

Ex. 4 Match the words in the left column with their definitions in the right column.

- | | |
|-------------|---|
| 1. to adopt | A. to position (troops) in readiness for combat |
|-------------|---|

- | | |
|----------------|---|
| 2. to dissolve | B. the act of enforcing; ensuring observance of or obedience to |
| 3. to transfer | C. to move someone or something from one place to another |
| 4. enforcement | D. to cause to disappear or vanish; to dispel |
| 5. to deploy | E. to take on; to assume |

Ex. 5 Fill in the blanks with a suitable word and make necessary changes.

to respond, response

1. The law was passed in _____ to public pressure.
2. The US _____ by sending troops into Laos.
3. _____ to the news, Mr. Watt appealed for calm.
4. The decision provoked an angry _____ from residents.

focus, to focus

1. The war in Bosnia had become the _____ of media attention.
2. We need _____ public attention on this issue.
3. The _____ of recent research has been on environmental issues.
4. The need to prevent a nuclear war became the _____ of all diplomatic efforts.

Ex. 6 Translate the following sentences into Armenian paying attention to words and word combinations in bold.

1. Our **main focus** is on helping people get back into work.
2. The ageing president is preparing **to transfer power to his son**.
3. The mayor was elected on a promise **to cleanse the city government of corruption**.
4. The monarch had the power **to dissolve parliament**.
5. Troops crossed the border **in violation of the agreement**.
6. Many allies are pushing **to lift the embargo**.
7. Several countries **embargoed arms shipments** to Yugoslavia.
8. The accident **focused public attention** on the danger.
9. **The initial response** has been encouraging.
10. The two countries **have initialed a new defense co-operation agreement**.

Ex. 7 Choose words from the group below to complete the passage. It may be necessary to change the form of the given words.

to defend; military attack; formation; tension; force; troops

The formation of NATO in 1949 increased 1) _____ between the USA and the USSR. It was mainly a defensive measure to protect the USA and their Western Allies from any 2) _____ from the USSR. It stated that military 3) _____ would be used 4) _____ the Western Allies. The USSR felt threatened by this, especially as five more divisions of US 5) _____ were stationed in West

Germany. This led to the 6) _____ of the Warsaw Pact in 1955 and increased tensions between the West and East.

Ex. 8 Comprehension and discussion questions

1. What was NATO's mission during the cold war?
2. What kind of policy did NATO adopt?
3. What was the main purpose of that policy?
4. What kind of relationship did NATO have with Russia after the collapse of the USSR?

Ex. 9 Sum up the text using no more than five sentences.

SECTION 2

Advanced Reading

TEXT 2

PARTITION OF INDIA

The partition of India was the division of British India in 1947 which accompanied the creation of two independent dominions: India and Pakistan. The Dominion of India is today the Republic of India and Dominion of Pakistan: the republics of Pakistan and Bangladesh. The *partition* involved the division of two provinces, Bengal and Punjab, based on Hindu or Muslim majorities. It also involved the division of the British Indian Army, the Royal Indian Navy, the Indian Civil Service, the railways, and the central treasury between the two new dominions. The partition was set forth in the Indian Independence Act 1947 and resulted in the dissolution of the British Raj, as the British government there was called. The two

self-governing countries of India and Pakistan legally came into existence on 14–15 August 1947.

The partition displaced between 10 and 12 million people along religious lines, creating overwhelming refugee crises in the newly constituted dominions; there was large-scale violence, with estimates of loss of life varying between several hundred thousand and two million. The violent nature of the partition created an atmosphere of hostility and suspicion between India and Pakistan that plagues their relationship to the present.

Ex. 10 Make short presentations on a) the partition of India and its consequences, b) Should Kashmir be part of India/Pakistan or should it be independent?

❖ ***DID YOU KNOW THAT?***

- The game of chess was invented in India.
- 6000 years back, the art of navigation developed in the River Indus. In fact, the word “navigation” is a derivation of the Sanskrit word “Navgatih”.
- Surgery existed in India 2600 years ago and many complex surgeries were conducted in the country. Ancient scriptures gave detailed information on artificial limbs, plastic and brain surgeries.
- Hindus view that the Universe has no beginning or end, but follows a cosmic creation and dissolution. Hindu propounds the idea of life-cycles of the universe, which suggests that the universe undergoes an infinite number of deaths and rebirths.
- Ayurveda is the indigenous system of medicine in India. Ayurveda literally means “the science of living”

(longevity). Ayu means “Life” and Veda means “Knowledge”. The unique value of Ayurveda is that it uncovers and cures the root cause of illness.

SECTION 3

CREATIVE TASKS

Ex. 11 In the previous lesson we discussed problems connected with crime and punishment. Let us continue the talk. Express your opinion on the following issues.

Alternatives to prison

1. Is capital punishment acceptable for particularly horrible crimes? Why yes, why not?
2. Prison is not the only option for criminals. Consider the advantages and disadvantages of each of the following alternatives:
 - A fine - individual has to pay a sum of money. It may be a fixed amount, an amount decided by the court, a percentage of a person's wealth, or a percentage of their income.
 - Community service - work in the community for a period of time cleaning streets, painting public buildings, gardening, etc.
 - Detention at home with an electronic ankle bracelet - person is allowed to go to work but must spend every evening and weekend in their house.
 - A suspended sentence - individual is sentenced but the sentence is not enforced unless the criminal commits another offence during the period of the suspended sentence.

The following are not practiced in most civilized western countries but are included for comparison:

- torture;
- public flogging - individual is publicly beaten;
- cutting off hands - apparently popular in some societies.

You, the jury

Consider the following crimes. What punishment would you apply in each case? (It is understood that in reality one would need a lot more information about each case).

- Drunk driving;
- drunk driving resulting in manslaughter (involuntary homicide). Should the punishment be different in these two cases? The actual action of the driver was the same, only the result was different;
- theft of food to feed a family;
- theft of a fur coat from a department store;
- armed robbery of 500,000 dollars from a bank;
- financial trickery to obtain 100,000,000 dollars from individual investors;
- drunken abuse of a wife by a husband;
- rape;
- premeditated murder by an individual of somebody they hate;
- premeditated murder of an abusive, drunken husband by a wife.

- **Write an essay on the following topic: “A Risky Approach that Worked”.**

UNIT 20

SECTION 1

WHO ARE THE ARMENIANS?

The Armenians are an ancient people who have existed since before the first century. Armenia has **gained** and lost a **tremendous** amount of territory throughout its long and **turbulent** history. **Boundaries** of the past **have extended** from that of the present-day Republic of Armenia and through most of modern-day Turkey. The name “Armenia” was **actually** given to the country by its neighbours; **inhabitants** of Armenia refer to it as “Hayastan” derived from the name Haik, a **descendant** of Noah (from the Bible), and “stan” which means “land” in Persian. The Armenian language is **unique** from other Indo-European languages, with its own distinct letters and grammar. Christianity is a **deeply rooted** aspect of Armenian history and culture. Armenia was the first nation to adopt Christianity as a state religion in 301. This early Christian **identity** has greatly influenced Armenian culture, **setting it apart** from most of its **neighbouring peoples**. The majority of Armenians belong to the Eastern or Western **dioceses** of the **Armenian Apostolic Church**, an **orthodox** form of Christianity. Although Armenia was at times a kingdom, in modern times Armenia has been an independent country for only a few decades. It first gained independence in 1918, after the **defeat** of the **Ottoman Empire** in World War I, but this ended when Armenia became a Soviet state in 1920. With the **dissolution** of the Soviet Union in 1991, Armenia was the first

state to declare its independence and remains an independent republic today. Armenia is a democracy and its borders only include a very small **portion** of the land that was historic Armenia.

Topical Vocabulary

to gain	ձեռք բերել, ստանալ
tremendous	հսկայական, վիթխարի
turbulent	փոթորկալից, անհանգիստ
boundary	սահման
to extend	ձգվել
actually	իրականում, փաստորեն
inhabitant	բնակիչ
descendant	հետևորդ, ժառանգ
to be unique	եզակի լինել
deeply rooted	խորը արմատավորված
identity	ինքնություն
to set apart	առանձնացնել
neighbouring peoples	հարևան ժողովուրդներ
diocese	եկեղ. թեմ
Armenian Apostolic Church	հայ առաքելական եկեղեցի
orthodox	ուղղափառ
defeat	պարտություն
Ottoman Empire	Օսմանյան կայսրություն
dissolution	կազմալուծում, փլուզում
portion	մաս, հատված

Ex. 1 Suggest the Armenian translation for the English word combinations.

1. to gain and lose _____
2. tremendous amount of territory _____
3. throughout its long and turbulent history _____
4. descendent of Noah _____
5. deeply rooted aspect _____
6. to adopt Christianity _____
7. to gain independence _____
8. the defeat of the Ottoman Empire _____
9. the dissolution of the Soviet Union _____
10. to declare independence _____

Ex. 2 Match the words in the left column with their synonyms in the right column.

- | | |
|----------------|----------------|
| 1. tremendous | A. unsteady |
| 2. turbulent | B. enormous |
| 3. boundary | C. resident |
| 4. inhabitant | D. successor |
| 5. descendent | E. breaking up |
| 6. defeat | F. border |
| 7. dissolution | G. failure |

Ex. 3 Find in the text the English equivalents for the following Armenian word combinations.

1. ձեռք բերել և կորցնել հսկայական տարածք _____

2. փոթորկալից պատմություն _____

3. Նոյի ժառանգները _____
4. ընդունել քրիստոնեությունը որպես պետական կրոն

5. հայ առաքելական եկեղեցու արևմտյան թեմ _____

6. Խորհրդային Միության փլուզումը _____

7. ձեռք բերել անկախություն _____

8. ընդգրկել շատ փոքր մաս _____

Ex. 4 Match the words in the left column with their definitions in the right column.

- | | |
|----------------|--|
| 1. dissolution | A. vast; huge |
| 2. turbulent | B. separation into component parts; disintegration |
| 3. tremendous | C. being in a state of turbulence |
| 4. diocese | D. following or conforming to the traditional or generally accepted rules or beliefs of a religion |
| 5. orthodox | E. a district under the pastoral care of a bishop in the Christian Church |

Ex. 5 Fill in the blanks with a suitable word and make necessary changes.

to defeat, defeat

1. The Democratic Party candidate has already conceded _____.
2. The socialist party suffered a _____ in the French elections.
3. This accident _____ all his hopes of winning.
4. He swore _____ the plan.

to influence, influence

1. They had come under the _____ of a strange religious sect.
2. The Council had _____ over many government decisions.
3. For centuries the country remained untouched by outside _____.
4. Several factors are likely _____ this decision.

Ex. 6 Translate the following sentences into Armenian paying attention to words and word combinations in bold.

1. The coastal areas were occupied by **the descendants of Greek colonists.**
2. He has had **a turbulent political career.**
3. The monarch had the power **to dissolve parliament.**
4. The president announced **the dissolution of the National Assembly.**
5. The government **has extended the ban on the import** until June.

6. The conflicting sides have agreed **to extend the deadline.**
7. He was **a direct descendant** of Napoleon Bonaparte.
8. The two governments have settled their differences **over their common border.**
9. Our strong sense of **national identity** has been shaped by our history.
10. The incident attracted hundreds of people from the **neighbouring countries.**

Ex. 7 Choose words from the group below to complete the passage. It may be necessary to change the form of the given words.

culture; distinctly; influence; neighbouring nation; aspect; contemporary

Through the centuries Armenian 1)_____ has developed in a 2)_____, unusual and thriving way. Many 3)_____ of the Armenian culture are based on the music, dance, literature, and geographical placement of the people.

The culture of Armenia is 4)_____ different and yet strikingly similar to the 5)_____ of Georgia, Russia, and Iran as well as Mediterranean countries like Italy and Greece. Armenian culture has heavy 6)_____ of both its Eastern neighbours, along with an inherent influence from Europe in the West.

Ex. 8 Comprehension and discussion questions

1. Who are the Armenians?

2. Who was the name “Armenia” given by?
3. What is the origin of the word “Hayastan”?
4. When did Armenia first gain independence?

Ex. 9 Sum up the text using no more than five sentences.

SECTION 2

Advanced Reading

TEXT 2

ARTSAKH REPUBLIC: HISTORY AND CURRENT REALITY

Historical data

Artsakh (Karabakh) is an integral part of historic Armenia. During the Urartian era (9-6th centuries BC) Artsakh was known as Urtekhe-Urtekhini. As a part of Armenia Artsakh is mentioned in the works of Claudius Ptolemy, Plutarch, Dio Cassius and other ancient authors. The evident testimony of it is the remained rich historic-cultural heritage.

After the division of Greater Armenia (387 AD), Artsakh became part of the Eastern Armenian kingdom, which soon fell under the Persian rule. At that time Artsakh was a part of the Armenian marzpanutyun (province), then, in the period of Arabic rule, it was part of Armenia kusakalutyun (region). Artsakh was part of the Armenian kingdom of Bagratids (9-11th centuries), then – part of Zakarid Armenia (12-13th centuries).

In the following centuries, Artsakh fell under the rule of various conquerors, remaining Armenian and having a semi-independent status. Since the mid-18th century the invasion of

Turkic nomadic tribes to the north of Karabakh began, which led to clashes with local Armenians. During this period the five Armenian melikdoms are memorable which reached the peak of their prosperity and power in the late 18th century. At the end of the Russian-Persian War of 1804-1813 and by the Gulistan treaty of 1813, Artsakh-Karabakh was annexed to Russia.

Pre-Soviet era

Nagorno-Karabakh conflict began in 1917, during the formation of three ethnic republics of Transcaucasia – Armenia, Azerbaijan and Georgia, as a result of the collapse of the Russian Empire. The population of Nagorno-Karabakh, 95 percent of which were Armenians, convened its first congress, which proclaimed Nagorno-Karabakh an independent political unit, elected the National Council and the Government. In 1918-1920 Nagorno-Karabakh had all the attributes of statehood, including the army and the legitimate authority.

In response to the peace initiatives of the people of Nagorno-Karabakh, Azerbaijani Democratic Republic launched a military action. From May 1918 to April 1920 Azerbaijan and military units of Turkey, which supported Azerbaijan, used violence and carried out massacres against the Armenian population (in March 1920 about 40,000 Armenians were killed and deported only in Shushi).

In August 1919, in order to prevent military conflict, Karabakh and Azerbaijan signed a preliminary agreement by which they agreed to discuss the problem of the status of the region at Paris Peace Conference. Response of the international community is memorable. The League of Nations rejected the request for Azerbaijan's membership, citing the fact that it is difficult to define clear boundaries and territories under the

sovereignty of this state. Among other contentious issues there was the issue of the status of Nagorno-Karabakh. Because of the sovietization of the region the issue fell out of the agenda of international organizations.

Nagorno-Karabakh in the Soviet period (1920-1990)

The establishment of Soviet rule in Transcaucasia was accompanied by the creation of a new political system. Nagorno-Karabakh was recognized a disputed territory between Armenia and Azerbaijan also by Soviet Russia. According to the agreement signed in August 1920 between Soviet Russia and the Armenian Republic, Russian troops were temporarily deployed in Nagorno-Karabakh.

Immediately after the establishment of the Soviet regime in Armenia on November 30, 1920, the Azerbaijan Revcom (Revolutionary Committee - the main Bolshevik instrument of power at that time) made a declaration recognizing territories over which Azerbaijan had claims - Nagorno Karabakh, Zangezour, and Nakhijevan, as inseparable parts of Armenia.

The National Council of Azerbaijan SSR, on the basis of the agreement between the Azerbaijan Revcom and the governments of Azerbaijan SSR and Armenian SSR, the Declaration of June 12, 1921 proclaimed Nagorno-Karabakh an integral part of the Armenian SSR.

Based on the statement of Soviet Azerbaijan waiver of Nagorno-Karabakh, Zangezour and Nakhichevan and the agreement between the governments of Armenia and Azerbaijan from June of 1921, Armenia also declared Nagorno-Karabakh its integral part. Thus, a legal confirmation of the unification of Nagorno Karabakh to Armenia took place.

Ignoring the reality, on July 4, 1921, in the capital of Georgia, Tbilisi, the Caucasian Bureau of the Communist Party of Russia convened a plenary session, during which the fact that Nagorno-Karabakh was part of the Armenian SSR was reconfirmed. However, under the dictation of Moscow and Stalin's direct interference, on the night of July 5 the decision of the previous day was reviewed and the forced decision of incorporating Nagorno-Karabakh to Azerbaijan and forming on its territory an autonomous oblast was made. This decision is an unprecedented legal act in the history of international law, when the party organ of a third country without any legal basis or authority determines the status of Nagorno-Karabakh. Moreover, everything was done so that Nagorno-Karabakh Autonomous Oblast had no common border with Armenia.

During the entire period of the existence of NKAO, the leadership of the republic was regularly and consistently violating the rights and interests of the Armenian population: attempts to artificially suspend the social-economic development of the region, active intervention in the demographic process aimed at ethnic cleansing, destruction and misappropriation of Armenian monuments and cultural values.

As a result the correlation of the Karabakh population changed: if in 1923 Armenians amounted to 94.4 percent of the population of Nagorno Karabakh, according to 1989 statistics the number of Armenians reduced to 76.9 percent. The policy of ethnic cleansings had more success in another Armenian territory – Nakhichevan.

Throughout the entire Soviet period the Armenians of Nagorno-Karabakh struggled for their reunification with the motherland. The people of NKAO and the authorities of

Armenian SSR sent lots of applications to the Soviet central authorities requesting the reconsideration of the decision on incorporating Nagorno-Karabakh to Azerbaijan. However, the applications were ignored or rejected, causing persecutions against the initiators.

Current stage of Nagorno-Karabakh conflict

The current phase of Nagorno-Karabakh conflict began in 1988, when in response to the self-determination claims of NK population, the Azeri authorities organized massacres and ethnic cleansing of the Armenian population on the entire territory of Azerbaijan, particularly in Sumgait, Baku and Kirovabad.

On December 10, 1991 NK population declared the establishment of the Nagorno Karabakh Republic (NKR) by referendum, which fully complies with both international law norms and the letter and spirit of the USSR laws of that time.

The policy pursued by Azerbaijani authorities turned into overt aggression and large-scale military actions against the Republic of Nagorno-Karabakh, which resulted in tens of thousands of victims and caused considerable material damage.

Azerbaijan occupied the whole region of Shahumyan and the eastern parts of Martakert and Martuni regions of Nagorno-Karabakh. Neighboring districts, which played a role of a security buffer to block the further firing from the Azerbaijani side towards Nagorno-Karabakh settlements, went under the control of Nagorno-Karabakh armed forces.

In May, 1994 Azerbaijan, Nagorno-Karabakh and Armenia signed a ceasefire that provided two decades of relative stability.

The Four-Day War of 2016 erupted when on 1 April Azerbaijan launched a full-scale military offensive against the Artsakh Republic along the line of contact, marking the worst

fighting to date since the ceasefire. Since then, the danger of resumed large-scale hostilities has greatly increased.

Ex. 10 Make short presentations on Artsakh.

❖ DID YOU KNOW THAT?

WILLIAM SAROYAN (1908-1981)

The bearer of this non-Armenian name with an Armenian last name was born in 1908 in Fresno, California, to a poor family of Armenian immigrants. He started as a postman, and neither he nor his parents could have ever imagined that there would be a day, when this name would be mentioned among the American writers such as Hemingway, Steinbeck and Faulkner.

And we, Armenians, did not even suspect, that somewhere across the ocean there was a man who would later become an integral part and the pride of our nation. Since his first short story published in 1933 in the Armenian-American weekly *Hairenik of Boston* and until his last breath he remained strongly attached to Armenia and the Armenian theme. William Saroyan wrote more than 1,500 short stories, 12 plays and 10 novels. One of his best works, the novel “The Human Comedy”, is partially autobiographical, and titles of his works speak for themselves: “My Heart’s in the Highlands”, “Andranik from Armenia”, “Bitlis”, “Armenia and Charents”, “The Armenian and the Armenian”.

Saroyan visited Armenia four times: in 1935, 1960, 1976 and 1978, and even saw his play “My Heart’s in the Highlands” in Yerevan theatre after G. Sundukyan staged by Vardan

Adjemyan. The writer was deeply moved by the play, the music for which was written by Arno Babadjanyan.

“Although I write in English, and despite the fact that I’m from America, I consider myself an Armenian writer. The words I use are in English, the surroundings I write about are American, but the soul, which makes me write, is Armenian. This means I am an Armenian writer and deeply love the honour of being a part of the family of Armenian writers,” said Saroyan of himself, and there are no better words to describe him, but his own.

When Saroyan died in 1981 he was buried in Fresno – his native town; but according to his will, a part of his heart was buried in Armenia, at the feet of Ararat, not far from lake Van and town of Bitlis – the homeland of his parents. Now a part of William Saroyan’s heart rests in peace among other notable Armenians in the Pantheon of Greats in Yerevan.

SECTION 3

CREATIVE TASKS

Ex. 11 Read the heart-touching words by William Saroyan about Armenia and the Armenians. What feelings and emotions does the passage arouse?

I should like to see any power of the world destroy this race, this small tribe of unimportant people, whose wars have all been fought and lost, whose structures have crumbled, literature is unread, music is unheard and prayers are no more answered. Go ahead, destroy Armenia. See if you can do it. Send them into the desert without bread or water. Burn their homes and churches. Then see if they will not laugh, sing and pray again. For when

two of them meet anywhere in the world, see if they will not create a NEW ARMENIA.

Ex. 12 What will your personal contribution be to creating a new, powerful and prosperous Armenia?

- **Write an essay on the following topic: “Why Am I Proud to Be Armenian?”**

UNIT 21

SECTION 1

WHAT IS GENOCIDE?

The term “genocide” did not **exist** before 1944. It is a very **specific** term, **referring** to **violent crimes committed** against national groups with the **intent to destroy their existence**.

In 1944 a Polish-Jewish lawyer named Raphael Lemkin (1900-1959) sought to describe Nazi policies of systematic **murder**, including the destruction of the European Jews. He formed the word “genocide” by combining geno-, from the Greek word for **race** or tribe, with -cide, from the Latin word for killing. In proposing this new term, Lemkin had in mind “**a coordinated plan** of different actions aiming at the destruction of essential foundations of the life of national groups, with the aim of **annihilating** the groups themselves”. The next year, the International Military Tribunal held at Nuremberg, Germany, charged top Nazis with “crimes against humanity”. The word “genocide” was included in the **indictment**, but as a descriptive, not legal term.

The Armenian Genocide 1915

On April 24, 1915, the Armenian genocide began. That day the Turkish government arrested and **executed** several hundred Armenian intellectuals. After that, ordinary Armenians were **turned out** of their homes and sent on **death marches** through the **Mesopotamian** desert without food or water. Frequently, the marchers were **stripped naked** and forced to walk under the

scorching sun until they dropped dead. People who stopped to rest were shot.

At the same time the Young Turks created a “Special Organization”, which in turn organized “killing **squads**” or “**butcher battalions**” to carry out the **liquidation** of the Christian elements. These killing squads were often made up of murderers and other **ex-convicts**. They **drowned** people in rivers, threw them off **cliffs**, **crucified** them and burned them alive. In short order, the countryside was **littered** with Armenian **corpses**.

Records show that during this “Turkification” campaign government squads also **kidnapped** children, **converted** them to Islam and gave them to Turkish families. In some places they raped women and forced them to join Turkish “harems” or serve as slaves. Muslim families moved into the homes of **deported** Armenians and **seized** their **property**.

By the early 1920s, when the massacres and deportations finally ended, 1.5 million Armenians were dead, with many more **forcibly** removed from the country.

Topical Vocabulary

to exist	գոյություն ունենալ
specific	հատուկ, առանձնահատուկ
to refer	վերաբերել
violent crime	դաժան հանցագործություն
to commit a crime	հանցանք գործել
intent	մտադրություն
to destroy the existence	բնաջնջել
murder	մարդասպանություն
race	ռասա

coordinated plan	համակարգված ծրագիր
to annihilate	ոչնչացնել, բնաջնջել
indictment	մեղադրական ակտ
to execute	մահապատժի ենթարկել
to turn out	դուրս քշել, վռնդել
death march	մահվան երթ
Mesopotamia	Միջագետք
to strip naked	մերկացնել
scorching sun	կիզիչ արև
squad	ջոկատ
butcher battalion	մարդասպան գումարտակ
liquidation	վերացում, ոչնչացում
ex-convicts	նախկին դատապարտյալներ
to drown	խեղդել, ջրահեղձ անել
cliff	քարափ, ժայռ
to crucify	խաչել
to litter	դեսուդենն գցել, շաղ տալ
corpse	դիակ
to kidnap	առևանգել
to convert	դավանափոխ անել
to deport	արտաքսել, վտարել
to seize the property	բռնագրավել ունեցվածքը
forcibly	բռնի կերպով

Ex. 1 Suggest the Armenian translation for the English word combinations.

1. with the intent to destroy the existence _____

2. to concern the rights of individuals _____

3. coordinated plan of different actions _____

4. with the aim of annihilating _____

5. crimes against humanity _____

6. to walk under the scorching sun _____

7. to be littered with Armenian corpses _____

8. massacres and deportations _____

Ex. 2 Match the words in the left column with their synonyms in the right column.

- | | |
|------------------|--------------------|
| 1. intent | A. to put to death |
| 2. squad | B. possessions |
| 3. to annihilate | C. purpose |
| 4. to execute | D. manslaughter |
| 5. massacre | E. to exterminate |
| 6. property | F. group |

Ex. 3 Find in the text the English equivalents for the following Armenian word combinations.

1. դաժան հանցանքների գործել _____

2. նկարագրական, բայց ոչ իրավական տերմին _____

3. մահապատժի ենթարկել հայ մտավորականներին _____

4. ստիպել քայլել կիզիչ արևի տակ _____

5. մարդասպանների և նախկին դատապարտյալների
ջոկատներ _____

6. մուսուլման դարձնել _____
7. արտաքսել հայերին _____

Ex. 4 Match the words in the left column with their definitions in the right column.

- | | |
|------------------|--|
| 1. murder | A. any formal accusation of crime |
| 2. to annihilate | B. dead body of a human being |
| 3. indictment | C. to put to death by crucifixion |
| 4. to crucify | D. savage killing of large numbers
of people |
| 5. corpse | E. the unlawful premeditated
killing of a human being |
| 6. to kidnap | F. to destroy completely; to
extinguish |
| 7. massacre | G. to remove forcibly from a
country; to expel |
| 8. to deport | H. to abduct; to take by force |

Ex. 5 Fill in the blanks with a suitable word and make necessary changes.

to concern, concern

1. The recent rise in crime is a matter of considerable public _____.
2. The consumption has become a major _____ for this government.
3. Education remains the electorate's main _____.
4. The report _____ the drug traffic on the Mexican-US border.
5. The tax changes _____ large corporations rather than small businesses.

to deport, deportation

1. The Government is concerned about the possible _____ of the refugees.
2. He _____ from France when his visa expired.
3. The country _____ its criminals.
4. The USA started the _____ of illegal immigrants.

Ex. 6 Translate the following sentences into Armenian paying attention to words and word combinations in bold.

1. He is charged with possession of a gun **with intent** to commit a robbery.
2. Jones was found guilty of wounding **with intent**.
3. On the night **the murder was committed**, he was out of the country.
4. He **was convicted of murdering** a policeman.
5. Thousands of civilians **were brutally murdered** during the civil war.

6. **The charges on the indictment** include murder and attempted murder.
7. She **converted to** Catholicism.
8. A controlled explosion was carried out **by a special squad**.
9. **The army massacred** more than 150 unarmed civilians.
10. The police threatened **to have protestors forcibly removed**.

Ex. 7 Choose words from the group below to complete the passage. It may be necessary to change the form of the given words.

massacre; death; history; event; failure; war; quench; revenge

Human history is a unique blend of successes and 1)_____, victories and wars. Over the period of years, humans have fought various 2)_____ that have led to various other 3)_____ that ignited more and more enmity between the people. 4)_____ are one of such events that have led to the 5)_____ of many innocent lives and of those who started these massacres in order to 6)_____ their thirst for 7)_____ and for their human ego. Throughout 8)_____ you will find numerous big and small massacre events that have changed the world.

Ex. 8 Comprehension and discussion questions

1. What does the term “genocide” mean?
2. How did a Polish-Jewish lawyer define the word “genocide”?

3. How did the Turkish government carry out its plan on April 24, 1915?
4. What was the purpose of the “Special Organization” created by the Young Turks?

Ex. 9 Sum up the text using no more than five sentences.

SECTION 2

Advanced Reading

TEXT 2

GENOCIDE IN DARFUR (SUDAN)

The “Darfur Genocide” refers to the current mass slaughter and rape of Darfuri men, women and children in Western Sudan. The killings began in 2003, as the first genocide in the 21st century. Unrest and violence persist today.

The genocide is being carried out by a group of government-armed and funded Arab militias known as the Janjaweed (which loosely translates to ‘devils on horseback’). The Janjaweed systematically destroy Darfurians by burning villages, looting economic resources, polluting water sources, and murdering, raping, and torturing civilians. As of today, over 480,000 people have been killed, and over 2.8 million people are displaced.

Sudan is the largest country in Africa. Located in Northeastern Africa, it borders Egypt, Chad, Uganda, as well as six other countries. The capital, Khartoum, is in the Northeastern part of the country. Darfur is a region in Western Sudan that encompasses an area roughly the size of Spain. The

population of Darfur is estimated at 7 million people. The conflict in Darfur has also increased tensions in neighboring Chad and the Central African Republic as hundreds of thousands of refugees stream over the two countries' borders to escape violence.

Failed peace talks have allowed for the continuation of the conflict. The multiple negotiations have so far been largely unsuccessful. Early in 2008, the UN issued a hybrid United Nations-African Union mission (UNAMID) to maintain peace in Darfur. UNAMID, with a projected strength of 26,000 troops, was authorized to use force to protect civilians. Despite this mandate, however, only 9,000 were sent, and they lacked the necessary equipment to carry out their mission.

On March 4, 2009 the International Criminal Court issued an arrest warrant for Sudanese President Omar al-Bashir for crimes against humanity and in July 2010 a warrant for arrest on charges of genocide. The government of Sudan, however, hasn't turned him over, and since the issuance of the warrants, the country has seen increased violence. The government has also forcefully expelled aid agencies from the country. The Arab League has announced its solidarity with al-Bashir. Since the warrant, he has visited Qatar and Egypt. Both countries have refused to arrest him and the African Union also condemned the arrest warrant and asked the United Nations Security Council to delay its enforcement.

In July 2011 the Liberation and Justice Movement, an umbrella organization representing rebel groups, and the Sudanese government signed the Doha Document for Peace in Darfur. This document represents the process of peace in Darfur; however, little progress has been made after the

document was signed because of lack of implementation and enforcement.

Violence continued into 2016. Amnesty International alleged the government used chemical weapons against civilians, and 190,000 people were displaced due to violence, according to the UN. Over 3 million are still heavily impacted by the conflict.

Ex. 10 Answer the questions.

1. What images spring to mind when you hear the word “genocide”?
2. What genocides do you know of in the past century?
3. Why is genocide still happening?
4. What is the most appropriate punishment for someone involved in genocide?
5. What does “ethnic cleansing” mean?

❖ DID YOU KNOW THAT?

- Mark Twain considered India the cradle of the human race, the birthplace of human speech, the mother of history, the grandmother of legend, and the great grandmother of tradition. The most valuable and most instructive materials in the history of man, according to the great writer, are treasured up in India.
- India is second only to the USA when it comes to speaking English with around 125 million people speaking the language, which is only 10% of its population. This is expected to grow by quite a margin in the coming years.

- When Dr Rajendra Prasad was appointed the President of India, he only took 50% of his salary, claiming he did not require more than that. Towards the end of his 12-year tenure he only took 25% of his salary.

SECTION 3

CREATIVE TASKS

Ex. 11 During World War Two many individuals from many countries risked their lives to save various minorities, especially Jews, from the horrors of the Holocaust.

Here are heroic stories about only a couple of them.

Read the text and discuss it in class.

People Who Saved Jews during World War Two

Feng-Shan Ho was a Chinese diplomat who saved approximately 2000 Jews during the early years of WWII. He served as consul-general of the Chinese embassy in Vienna. In 1938 the situation for the almost 200,000 Austrian Jews got rapidly more difficult, but in order to leave the country they had to provide proof of emigration, usually a visa from a foreign nation or a valid boat ticket. Acting against orders of his superior, Ho started to issue visas to Shanghai. He continued to issue these visas until he was ordered to return to China in 1940.

Irena Sendler was a Polish Catholic social worker. During WWII she was a member of the Polish anti-Holocaust resistance in Warsaw. She helped save 2500 Jewish children from the Warsaw Ghetto by providing them with false documents and sheltering them in individual and group children's homes

outside the ghetto. Under the pretext of conducting inspections of sanitary conditions during a typhoid outbreak, Sendler visited the ghetto and smuggled out babies and small children in ambulances, sometimes disguising them as packages and carrying them out in boxes, suitcases and trolleys.

Hugh O’Flaherty was an Irish Catholic priest who saved about 4000 Allied soldiers and Jews in Rome during WWII. He used his status of priest and his protection by the Vatican to conceal 4000 escapees in flats, farms and convents. Despite the Nazis desperately wanting to stop his actions, his protection by the Vatican prevented them officially arresting him. He survived an assassination attempt and saved the majority of Jews in Rome.

Georg Ferdinand Duckwitz was a German member of the Nazi party who worked as a special envoy to Nazi-occupied Denmark. Although Danish Jews were initially treated quite favourably by the Nazis, by 1943 it was planned that they would be rounded up and deported to concentration camps. Risking his career, Duckwitz made a secret visit to neutral Sweden where he convinced the Prime Minister to allow Danish Jewish refugees to escape to Sweden. In the following two months over 6000 Jews were ferried secretly to Sweden in boats.

Frank Foley was a British secret service agent estimated to have saved 10,000 Jews from the Holocaust. In his role as passport control officer he helped thousands of Jews escape from Nazi Germany. Despite having no diplomatic immunity and being liable to arrest at any time, Foley would bend the rules when stamping passports and issuing visas, to allow Jews to escape “legally” to Britain or Palestine, which was then controlled by the British. Sometimes he went further, going into

internment camps to get Jews out, hiding them in his home and helping them get forged passports.

Aristides de Sousa Mendes was a Portuguese diplomat who ignored the orders of his own government for the safety of war refugees fleeing from invading German military forces in the early years of WWII. He issued Portuguese visas free of charge to over 30,000 refugees, trying to escape the Nazi terror, 12,000 of whom were Jews. De Sousa Mendes began printing Portuguese visas illegally as early as 1939, but it wasn't until mid June 1940, when Portugal's status was expected to change from "neutral" to "non-belligerent", which would make Portugal more allied to Nazi Germany. Between June 16 and June 23 de Sousa Mendes began frantically issuing visas to refugees waiting in line. He even travelled to the border town of Irun, where he personally raised the gate to allow disputed passages into Spain to occur.

- **Write an essay on the following topic:** "The Only Thing Necessary for the Triumph of Evil is that Good Men Do Nothing".

UNIT 22

SECTION 1

THE ARMENIAN CAUSE (“HAYKAKAN HARTS”)

In 1877 one of the regular Russian-Turkish wars started, as a result of which the Treaty of San-Stefano was signed. According to that Treaty the Vilayet (**Province**) of Kars, **populated** by Armenians, was to be **ceded** to Russia, and Turkey was to undertake economic reforms in its areas populated by Armenians. This was a great **option** for Armenians. However, the West European Countries, **troubled** by the success of Russia, **initiated** another negotiation between the **conflicting parties**, this time in Berlin. The **implementation** of reforms in Armenia was **exclusively assigned** to Turkey only. Then the Armenian Cause (“Haykakan Harts”) **emerged**. The Armenian issue **implied** that the European countries would provide assistance to Armenians and thus improve their situation. However, as time showed, it had the contrary **outcome**. The European diplomacy started to use the Armenian issue as a means for **suppressing** Turkey. And the Turkish Government adopted a new way of struggle.

They chose the most **inhumane** and **barbaric** way for settling the Armenian issue: the complete **extermination** of the Armenian people from the earth. For that purpose **gangs** called “hamidie” were established who were assigned to attack and **raid** the Armenian vilayets. Sultan Abdul Hamid II became the immediate implementer of this policy. In 1895-1896 at his own initiative the first mass **carnages** of Armenians started. They

were then extended to many towns and villages of the Turkish Armenia. Some 300 000 Armenians were **slaughtered** in the massacre.

Clifford Lloyd, the **Consul** of the UK in Erzurum stated on those events: “The Armenian citizens of the Sultan were **literally** without any protection, as **a herd** of sheep **surrounded** by wolves.”

Topical Vocabulary

province	նահանգ, գավառ
to populate	բնակեցնել
to cede	զիջել, փոխանցել (տարածք)
option	ընտրություն, տարբերակ
to trouble	անհանգստացնել
to initiate	նախաձեռնել, ձեռնամուխ լինել
conflicting parties	հակամարտող կողմեր
implementation	կատարում, իրագործում
exclusively	բացառապես
to assign	հանձնարարել
to emerge	հայտնվել, ի հայտ գալ
to imply	ենթադրել
outcome	արդյունք
to suppress	ճնշել
inhumane	անմարդկային
barbaric	բարբարոսական, վայրագ
extermination	բնաջնջում, ոչնչացում
gang	բանդա, հրոսակախումբ
to raid	արշավել, ասպատակել, հարձակվել
carnage	կոտորած

to slaughter	կոտորել, սպանել
consul	հյուպատոս
literally	տառացիորեն, բառացիորեն
herd	հոտ, երամակ
to surround	շրջապատել

Ex. 1 Suggest the Armenian translation for the English word combinations.

1. to undertake economic reforms _____

2. great option for Armenians _____

3. to be troubled by success _____

4. to initiate another negotiation _____

5. implementation of reforms _____

6. to be exclusively assigned _____

7. to have the contrary outcome _____

8. as a means for suppressing _____

9. the most inhumane and barbaric way _____

10. extermination of the Armenian people _____

11. immediate implementer of the policy _____

12. mass carnages _____

Ex. 2 Match the words in the left column with their synonyms in the right column.

- | | |
|-----------------|-------------------|
| 1. to cede | A. to appear |
| 2. reform | B. massacre |
| 3. option | C. inhuman |
| 4. to emerge | D. to exterminate |
| 5. barbaric | E. to concede |
| 6. to raid | F. improvement |
| 7. carnage | G. choice |
| 8. to slaughter | H. to invade |

Ex. 3 Find in the text the English equivalents for the following Armenian word combinations.

1. բնակեցված լինել հայերով _____

2. նախաձեռնել տնտեսական բարեփոխումներ _____

3. ճնշելու միջոց _____
4. որդեգրել պայքարի նոր ձև _____

5. քաղաքականության անմիջական իրագործող _____

6. իր սեփական նախաձեռնությամբ _____

7. առաջին զանգվածային ջարդերը _____

Ex. 4 Match the words in the left column with their definitions in the right column.

- | | |
|-----------------|---|
| 1. to emerge | A. an improvement or change for the better |
| 2. inhumane | B. to kill in a brutal manner |
| 3. to cede | C. lacking humane feelings, such as sympathy, understanding |
| 4. carnage | D. to transfer, surrender (esp. territory or legal rights) |
| 5. to slaughter | E. to come into view, to become apparent |
| 6. reform | F. extensive slaughter of human beings |

Ex. 5 Fill in the blanks with a suitable word and make necessary changes.

to negotiate, negotiation

1. The _____ with the company had reached a crucial stage.
2. The government refuses _____ with terrorists.
3. He is trying to involve community leaders in _____ on reform.
4. The college president was against any _____ with the students.

to populate, population

1. The highlands _____ mainly by peasant farmers.
2. Most of the world's _____ doesn't get enough to eat.

3. South Florida has a large Jewish _____.
4. Immigrants began _____ the area in the late 19th century.

Ex. 6 Translate the following sentences into Armenian paying attention to words and word combinations in bold.

1. The government announced a much-needed programme of **economic reform**.
2. Hong Kong **was ceded to Britain** in 1842.
3. His first aim is to get the warring parties back **to the negotiating table**.
4. Hundreds of innocent civilians **were slaughtered by government troops**.
5. The uprising **was ruthlessly suppressed**.
6. **Barbaric tribes** invaded the area.
7. I was shocked by **the inhumane conditions of the refugees**.
8. Armed police **surrounded a house** in the High Street.
9. The Olympic Games were watched by **literally billions of people**.
10. We have decided **to implement the committee's recommendations** in full.

Ex. 7 Choose words from the group below to complete the passage. It may be necessary to change the form of the given words.

criminal; territorial right; victim; homeland; issue; to keep silent

The first Genocide of the 20th century of which the Armenian people were the 1) _____, has neither

been recognized by Turkey nor by the United Nations. The majority of the World continues 2)_____ regarding this 3)_____. The 4)_____ have never been punished and the victims have never been compensated. The Armenian Cause is also a question of 5)_____, i.e. the right of the Armenian people to return to their historic 6)_____.

Ex. 8 Comprehension and discussion questions

1. When was the Treaty of San-Stefano signed?
2. What was the main purpose of that treaty?
3. What was the reaction of the European countries towards the Armenian issue?
4. When did the first mass carnages of Armenians start?
5. How did the Consul of the UK in Erzurum describe those events?

Ex. 9 Sum up the text using no more than five sentences.

SECTION 2

Advanced Reading

TEXT 2

CRIME AGAINST HUMANITY

In international law a crime against humanity is an act of persecution or any large scale atrocities against a body of people, and is the highest level of criminal offence. Murder, extermination, torture, rape, political, racial or religious persecution and other inhumane acts are considered to be acts

against humanity only if they are part of a widespread or systematic practice. Isolated inhumane acts of this nature do not fall under the category of crimes under discussion.

The United Nations has been primarily responsible for the prosecution of crimes against humanity since it was chartered in 1948. The International Criminal Court (ICC) began functioning in 2002 and the UN has delegated several crimes against humanity cases to the ICC. The Rome Statute of the International Court¹ states that crime against humanity means any of the following acts when committed as part of a widespread or systematic attack directed against any civilian population:

- (a) murder;
- (b) extermination;
- (c) deportation or forcible transfer of population;
- (d) imprisonment or other severe deprivation of physical liberty in violation of fundamental rules of international law;
- (e) enslavement;
- (f) torture;
- (g) rape, sexual slavery;
- (h) persecution against any identifiable group or collectivity on political, racial, national, ethnic, cultural, religious, gender or other grounds that are universally recognized as impermissible under international law.

The preamble to the CPPCG² not only states that “genocide is a crime under international law, contrary to the spirit and aims of the United Nations and condemned by the civilized world”,

but that “at all periods of history genocide has inflicted great losses on humanity”.

NOTES

1. The **Rome Statute of the International Criminal Court** (often referred to as the **International Criminal Court Statute** or the **Rome Statute**) is the treaty that established the International Criminal Court (ICC). It was adopted at a diplomatic conference in Rome on 17 July 1998. As of March 2016, 124 states are party to the statute. The Rome Statute established four core international crimes: genocide, crimes against humanity, war crimes and the crime of aggression. Under the Rome Statute, the ICC can only investigate and prosecute the four core international crimes in situations where states are “unable” or “unwilling” to do so themselves. The court has jurisdiction over crimes only if they are committed in the territory of a state party or if they are committed by a national of a state party; an exception to this rule is that the ICC may also have jurisdiction over crimes if its jurisdiction is authorized by the United Nations Security Council.
2. CPPCG (Convention on the Prevention and Punishment of Crime of Genocide) – UN Convention that entered into force 12 January 1951.

Ex. 10 Discuss the questions.

1. What acts are considered to be “crime against humanity” according to international law?

2. In your opinion, is it right not to include isolated inhumane acts into the category of “crime against humanity”?
3. Make a presentation on a case of crime against humanity.

❖ ***DID YOU KNOW THAT?***

- Fridtjof Nansen was a Norwegian scientist, polar researcher, oceanographer, social activist and humanist. At the end of the 19th century, he was already known to the whole world as an oceanographer and explorer of the Arctic. After the end of World War I, Nansen was appointed the High Commissioner for Refugees of the League of Nations.
- One of the important parts of the public work of Nansen was his activity aimed at helping the Armenian people. Nansen strongly condemned the massacres of Armenians organized by Sultan Abdul Hamid II and continued by the Young Turks, noting that Turkish atrocities were unmatched in their size and cruelty in history.
- Nansen greatly helped Armenian refugees by distributing “Nansen passports”, internationally recognized refugee travel documents. Thanks to his idea and efforts, 320,000 people were able to scatter around the world within 18 months. “Is there another nation in the whole world that has suffered as much and has not perished as well?” Fridtjof Nansen asked.
- Nansen also advocated the creation of conditions for the return of refugees to Soviet Armenia, leading the commission for the repatriation of Armenians from 1925

to 1929. In order to study the issue and prepare his program, Nansen as a head of a 5-people commission arrived in Yerevan in June 1925.

- Nansen traveled around the whole world with calls to help the Armenian people. In 1928 he made a tour in the United States, during which he gave lectures to raise funds for the benefit of the Armenians.
- To the Armenian people and Armenia, Fridtjof Nansen dedicated many articles, reports and speeches. In 1927 his book “In Armenia” was published in Norwegian. It was soon translated into English and French under the title “Armenia and the Middle East” as well as into German under the title “The Deceived People”.
- In 1922 Nansen was awarded the Nobel Peace Prize for his humanistic activities. And in 1930, after Nansen’s death, a meeting was held at the Royal Society of the Arts of London, at which representatives of the Armenian community expressed their gratitude to the great humanist.

SECTION 3

CREATIVE TASKS

Ex. 11 Read the following quotes on the Armenian Genocide and discuss them.

- With faith and courage, generations of Armenians have overcome great suffering and proudly preserved their culture, traditions and religion and have told the story of the genocide to an often indifferent world.

Jerry Costello

- We recall the centenary of that tragic event, that immense and senseless slaughter whose cruelty your forebears had to endure. It is necessary, and indeed a duty, to honour their memory, for whenever memory fades, it means that evil allows wounds to fester.

Pope Francis

- When the Turkish authorities gave the orders for these deportations, they were merely giving the death warrant to a whole race; they understood this well, and, in their conversations with me, they made no particular attempt to conceal the fact... I am confident that the whole history of the human race contains no such horrible episode as this. The great massacres and persecutions of the past seem almost insignificant when compared to the sufferings of the Armenian race in 1915.

Henry Morgenthau, Sr.

- The Armenian massacre was the greatest crime of the war, and the failure to act against Turkey is to condone it... The failure to deal radically with the Turkish horror means that all talk of guaranteeing the future peace of the world is mischievous nonsense.

Theodore Roosevelt

- What connects two thousand years of genocide? Too much power in too few hands.

Simon Wiesenthal

- As the leadership of the House confirmed last year, the Administration remains opposed to a congressional resolution on the Armenian Genocide due to Turkish objections. This approach sends absolutely the wrong signal to Turkey and to the rest of the world.

Patrick J. Kennedy

- I think that the memory of Armenia's genocide opened my eyes at an early age to the existence of political cynicism.

Serj Tankian

➤ **Write an essay on the following topic: “Genocide”.**

UNIT 23

SECTION 1

ARMENIAN GENOCIDE MUSEUM OF AMERICA

Located in Washington DC, the Armenian Genocide Museum of America (AGMA) will be the **premier institution** in the United States dedicated to educating American and international **audiences** about the Armenian Genocide and its continuing **consequences**. Visitors to the Museum will come to understand the Armenian Genocide as the **prototype** for modern crimes against humanity, including the Holocaust, Cambodia, Rwanda, and Darfur.

The Museum is **strategically** located two blocks from the White House, walking **distance** from the Smithsonian Institution, and down the street from the US Holocaust Memorial Museum **to ensure** that Armenian - American issues and concerns, past and present are never again **ignored**.

This place of gathering, this center for Americans and Armenians alike, will be a World-Class Museum among World-Class Institutions committed to bringing justice to the **memory** of the victims of the 20th century's first genocide. AGMA **aspires** to do so by also **highlighting** the historic identity of the Armenian people, their culture and creativity, their art and artistry, and their **perseverance** in the face of **adversity**.

Visitors will learn about the **ultimate failure** of the international community **to hold the perpetrators accountable** for their crimes and hence why **a living monument** to the **quest** for justice is **vital** necessary, and why the story of the

Armenians and all other peoples who have **suffered** similar fates must be told.

Powerful presentations are **instrumental** for **prompting** action and discussion. AGMA interactive exhibits and educational programs will **incorporate** the latest **scholarship** with **state-of-the-art technology**. An online **version** will offer much the same **resonant content** to visitors anywhere in the world. Exhibits will focus on the Armenian Genocide **to reinforce** the universal message of our common humanity and collective responsibility.

The Armenian Genocide Museum of America will offer a place for reflection, where memories and **emotions** can be confronted in an **environment** filled with hope, **inspiration** and a commitment to **eradicating the scourge** of genocide and stopping other atrocities against humankind.

Topical Vocabulary

to be located	գտնվել
premier institution	գլխավոր, կարևոր հաստատություն
audience	ունկնդիրներ, լսարան
consequence	հետևանք
prototype	նախատիպ
strategical	ռազմավարական
distance	հեռավորություն
to ensure	երաշխավորել
to ignore	արհամարհել, անտեսել
memory	հիշողություն
to aspire	ներշնչել, ոգեշնչել

to highlight	մեծ նշանակություն/ կարևորություն տալ
perseverance	համառություն, հաստատակամություն
adversity	դժբախտություն, ձախողություն
ultimate failure	կատարյալ ձախողում
to hold accountable	հաշվետու դարձնել
perpetrator	հանցագործ, ոճրագործ
living monument	կենդանի հուշարձան
quest	որոնում
vitality	կենսականորեն
to suffer	տառապել, տանջվել
instrumental	նպաստող, օժանդակող
to prompt	հրահրել, դրդել, մղել
to incorporate	միավորել, ներառել
scholarship	գիտելիքներ, գիտականություն
state-of-the-art technology	նորագույն, ժամանակակից տեխնիկա
version	տարբերակ
resonant content	արձագանք առաջացնող բովանդակություն
to reinforce	հզորացնել, ամրապնդել
emotion	հուզմունք
environment	միջավայր
inspiration	ոգեշնչում
to eradicate	արմատախիլ անել
scourge	դժբախտություն

Ex.1 Suggest the Armenian translation for the English word combinations.

1. to educate American and international audiences _____

2. the prototype for modern crimes _____

3. walking distance from the Smithsonian Institution _____

4. Armenian-American issues and concerns _____

5. to highlight the historic identity _____

6. in the face of adversity _____

7. the ultimate failure of the international community _____

8. to hold the perpetrators accountable for their crimes _____

9. to be vitally necessary _____

10. to eradicate the scourge of genocide _____

Ex. 2 Match the words in the left column with their synonyms in the right column.

- | | |
|----------------|---------------|
| 1. to dedicate | A. misfortune |
|----------------|---------------|

- | | |
|---------------------|-------------------|
| 2. adversity | B. trouble |
| 3. perseverance | C. to devote |
| 4. instrumental | D. assisting |
| 5. state-of-the-art | E. to exterminate |
| 6. to eradicate | F. determination |
| 7. scourge | G. up-to-date |

Ex. 3 Find in the text the English equivalents for the following Armenian word combinations.

1. լինել գլխավոր հաստատություն ԱՄՆ-ում _____
2. ոտքի ճանապարհ _____
3. դրդել, մղել գործողության _____
4. համընդհանուր պարտականություն _____
5. մտորելու տեղիք տալ _____
6. արմատախիլ անել ցեղասպանությունը _____
7. դադարեցնել մարդկության դեմ ուղղված դաժանությունները _____

Ex. 4 Match the words in the left column with their definitions in the right column.

- | | |
|--------------|---|
| 1. to locate | A. continued steady belief or efforts, persistence |
| 2. prototype | B. to pull or tear up by the roots |
| 3. to ignore | C. the act or an instance of looking for or seeking |

- | | |
|-----------------|--|
| 4. perseverance | D. a person or thing that serves as an example of a type |
| 5. quest | E. to face boldly; to oppose in hostility |
| 6. to confront | F. to be in a particular place |
| 7. to eradicate | G. to fail or refuse to notice; to disregard |

Ex. 5 Fill in the blanks with a suitable word and make necessary changes.

to inspire, inspired, inspiring

1. I hope this success _____ you to greater efforts.
2. The hospital's record _____ confidence.
3. We suspect that the violence was politically _____.
4. King was a great orator and an _____ leader.

confrontation, to confront

1. Japan seemed unlikely to risk military _____ with Russia.
2. The problems _____ the new government were enormous.
3. Troops _____ by an angry mob.
4. We try to help people _____ their problems.
5. There was an ideological _____ between conservatives and liberals.

Ex. 6 Translate the following sentences into Armenian paying attention to words and word combinations in bold.

1. The **perpetrators** of racially motivated violence must be punished.
2. The decision **prompted an outcry** among prominent US campaigners.
3. The government **should be accountable** to all the people of the country.
4. This problem has now been **completely eradicated**.
5. Most of us have **suffered the consequences** of stupid decisions taken by others.
6. Your resume **should highlight your skills** and achievements.
7. He broke the law and now he must **face the consequences** of his actions.
8. World leaders are now united **in their quest for peace**.
9. Some members travelled **a considerable distance** to attend the meeting.

Ex. 7 Choose words from the group below to complete the passage. It may be necessary to change the form of the given words.

descendant; diplomatic relations; parliament; killing; to be massacred; publicly; demonstrator

France's 1)_____ passed a bill on Friday
2)_____ recognizing the 3)_____ of
Armenians by Turks in 1915 as genocide. Turkey has warned
France against passing the bill, saying trade and
4)_____ would suffer.

The bill was passed as 5)_____ outside the parliament building carried a huge banner which read: “Thank you France for recognizing the Armenian genocide”.

There are about 300,000 people of Armenian origin in France, who are 6)_____ of survivors of the 1915 killings in which Armenians say 1.5 million of their compatriots 7)_____ by Turks.

Ex. 8 Comprehension and discussion questions

1. Where is the Armenian Genocide Museum of America located?
2. What is the main purpose of the Armenian Genocide Museum of America?
3. What kind of educational programs does AGMA have?
4. What is the universal message of the Armenian Genocide Museum of America?

Ex. 9 Sum up the text using no more than five sentences.

SECTION 2

Advanced Reading

TEXT 2

ARMENIAN DIASPORA

There are more than ten million Armenians living in Armenia, Artsakh and the Armenian communities across the globe, that is, the Armenian Diaspora. The Armenian Diaspora was formed throughout the centuries as a result of the loss of Armenian statehood and the establishment of foreign powers,

the massacres of Armenians and the Genocide of 1915. Today there are Armenian communities in more than 100 countries all over the world and the major of them are in the Russian Federation, the USA, France, Georgia, Syria, Lebanon, Argentina, Canada, the Islamic Republic of Iran, as well as other countries. Armenians of the Diaspora are mainly involved with issues concerning preservation of the national identity; they establish schools, churches, cultural homes and pan-Armenian organizations. After the independence of Armenia relations between Armenia and the Diaspora intensified and reached a new level of cooperation.

The domestic and foreign challenges facing Armenians in Armenia and the Diaspora in the 21st century require a new quality, form and content for the guarantee of the strengthening and preservation of Armenian statehood, that is, the cooperation between Armenia and the Diaspora based on human, cultural and social capital, complete social integration and competitiveness.

Armenia and the Diaspora can be traced back to their common historical-cultural roots and the two are strong together: the challenges facing Armenia are those of the Diaspora and the main issues of the Diaspora are those of Armenia. The strength of the Armenian people lies in the collective, unified strength of all Armenians. The variety of culture, education, language, religion, politics and ideology of the Diaspora is the never-ending potential of all Armenians.

For centuries Armenia has been and still is the land of dreams of all Armenians. Armenia's statehood, its imperative for provision of security, strengthening of politics, economy, society, culture and religion is the axis around which the

Republic of Armenia is going to unite the Armenians across the globe, as well as the lives and activities of the Armenians in the Diaspora.

Ex. 10 Write an essay in the name of an Armenian living overseas on his feelings about his/her motherland. Entitle your essay.

❖ ***DID YOU KNOW THAT?***

- We, Armenians consider Hayk Nahapet to be our legendary patriarch and founder of all Armenians. The legend of Hayk Nahapet was written by ancient Armenian Historian Moses of Chorene. The fearless warrior Hayk was described as a very handsome, smart and friendly man in contrast to his rival arrogant Titanid Bell, who named himself the king of all. Hayk couldn't bear being under the domination of anyone else and called him for a battle. During the battle, Hayk killed Bell with a long arrow. This battle got the name "The Battle of Giants". Afterwards Hayk established his own land near Mount Ararat and called it Hayk, which is renamed Hayastan nowadays.
- Armenian history goes back to time immemorial, when lots of countries that exist today were still nonexistent. Armenia was first mentioned in the Behistun inscription by Persian King Dareh III in 520 BC. Armenia, together with Iran, China, Greece, Egypt and Japan, belongs to those countries that passed hundreds of centuries and survived till our days. Ancient Greek historians of the 5th century BC, like Herodotus and Xenophon, also

mentioned Armenia in their works. They stated about the already formed Armenian culture.

- Archeological exploration held in 2007 brought to a booming discovery for Armenian History. During the archeological excavations a 5500-year-old leather footwear was discovered. This blown leather well-preserved footwear is considered the oldest shoe in the world. Scientists claim it to be a woman's shoe, which might have been deliberately buried in the cave during a mysterious ritual.
- Karahunge or Armenian Stonehenge was undiscovered for centuries. Even today the site with 204 stones is mostly neglected by tourists. However, its scientific significance cannot be underestimated: estimates suggest Karahunge might be the world's oldest astronomical observatory, predating the world-famous Stonehenge.

SECTION 3

CREATIVE TASKS

Ex. 11 Read and discuss the following quotes. Share your ideas and feelings about each of them.

- I say to all those leaders: Do not look the other way, do not hesitate... It is within your power to prevent a genocide.

Nelson Mandela

- A destruction, an annihilation that only man can provoke, only man can prevent.

Elie Wiesel

- Like the genocide of the Armenians before it, and the genocide of the Cambodians which followed it... the lessons of the Holocaust must never be forgotten.

Ronald Reagan

- You will be judged in years to come by how you responded to genocide on your watch.

Nicholas D. Kristof

- “Never again” is the rallying cry for all who believe that mankind must speak out against genocide.

Jon Corzine

- We study the injustices of history for the same reason that we study genocide, and for the same reason that psychologists study the minds of murderers and rapists... to understand how those evil things came about.

Jared Diamond

- This was a tragic event in human history, but by paying tribute to the Armenian community we ensure the lessons of the Armenian genocide are properly understood and acknowledged.

Jerry Costello

- So let us call genocide, genocide. Let us not minimize the deliberate murder of 1.5 million people. Let us have a moral victory that can shine as a light to all nations.

Adam Schiff

- The first time it was reported that our friends were being butchered there was a cry of horror. Then a hundred were butchered. But when a thousand were butchered and there was no end to the butchery, a blanket of silence spread. When evil-doing comes like falling rain, nobody calls out “stop”! When crimes begin to pile up they become invisible. When sufferings become unendurable the cries are no longer heard. The cries, too, fall like rain in summer”.

Bertolt Brecht

- Historically, the most terrible things - war, genocide, and slavery - have resulted not from disobedience, but from obedience.

Howard Zinn

- **Write an essay on the following topic:** “Meaning of Life”.

UNIT 24

SECTION 1

WHY IS ENGLISH AN INTERNATIONAL LANGUAGE?

The fact that now English is the main international language is **indisputable**. In all aspects of international life: trade, science, diplomacy, education and travel, English is the common language and has been for **decades**. There are two main reasons why English is the current **lingua franca**; political history and economics.

One of the main reasons why English is the international language in the world today is the fact that Britain was the **global** superpower in the nineteenth century and America is the global superpower in the twentieth and twenty-first. These two English-speaking countries were the most important countries **in terms of** the military and trade. By conquering and **colonizing** so much of the world, their **customs**, culture and way of life became common in many parts of the world. **This is why** so many **ex-British colonies** now have English as the national language, with many of their people speaking English as a first language.

A further reason for the spread of English is economy. By being the global political and military superpower, the UK and the USA also became the leading trading nations and many countries and territories needed to learn English in order **to trade** with them. The USA is currently a **major trading partner** with almost every other country on the planet **due to**

the size of the **consumer economy**. This explains why in many countries English is a **compulsory** subject in all levels at school.

In conclusion, we can see that the **factors** of political history and finance are the most important reasons why English is the current global language. It remains to be seen whether English will continue to be the global language of the 21st century or whether it will be **replaced** by Chinese, Arabic or another language.

Topical Vocabulary

indisputable	անվիճարկելի, անվիճելի
decade	տասնամյակ
lingua franca	լինգվա ֆրանկա, ազգամիջյան հաղորդակցման լեզու
global	համաշխարհային
in terms of	առումով
to colonize	գաղութացնել
custom	սովորություն, սովորույթ
this is why	այս պատճառով
ex-British colonies	նախկին բրիտանական գաղութներ
to trade	առևտուր անել
major trading partner	գլխավոր առևտրային գործընկեր
due to	շնորհիվ
consumer economy	սպառողական տնտեսություն
compulsory	պարտադիր
in conclusion	որպես եզրակացություն
factor	գործոն
to replace	փոխարինել

Ex.1 Suggest the Armenian translation for the English word combinations.

1. for decades _____
2. global superpower in the nineteenth century _____

3. to conquer and colonize the world _____

4. political and military superpower _____

5. to become a leading trading nation _____

6. to be currently a major trading partner _____

7. due to the size of the consumer economy _____

Ex. 2 Match the words in the left column with their synonyms in the right column.

- | | |
|-----------------|-----------------|
| 1. indisputable | A. to defeat |
| 2. to conquer | B. beyond doubt |
| 3. custom | C. leading |
| 4. major | D. earth |
| 5. planet | E. obligatory |
| 6. compulsory | F. habit |

Ex. 3 Find in the text the English equivalents for the following Armenian word combinations.

1. բոլոր տեսանկյուններով _____

2. տասնամյակներ շարունակ _____
3. նվաճել և գաղութացնել _____
4. դառնալ գլխավոր առևտրային երկիր _____
5. գլխավոր առևտրական գործընկեր _____
6. պարտադիր առարկա _____
7. ամենակարևոր պատճառները _____

Ex. 4 Match the words in the left column with their definitions in the right column.

- | | |
|------------------|--|
| 1. indisputable | A. a language used for communication among peoples of different mother tongues |
| 2. lingua franca | B. unable to be challenged or denied |
| 3. custom | C. required by regulations or laws; obligatory |
| 4. to conquer | D. long-established habit or tradition of a society |
| 5. to colonize | E. to overcome and take control of (a place or people) by military force |
| 6. compulsory | F. to send colonists to or establish a colony |

Ex. 5 Translate the following sentences into Armenian paying attention to words and word combinations in bold.

1. Egypt **was conquered by** the Persian king Kambyses.
2. There has been **a marked increase** in trade between East and West.
3. Revolution quickly **spread from France to Italy**.
4. English is the **lingua franca in many countries**.
5. The rise in crime is mainly due to **social and economic factors**.
6. It is still too early **to reach a conclusion** on this point.
7. Algeria was formerly a French **colony**.
8. Nigeria is our **principal trading partner** in Africa.
9. The delay was **due to heavy traffic**.

Ex. 6 Translate the following sentences into English; practice using the vocabulary of Section 24.

1. Անվիճելի է այն փաստը, որ անգլերենը դարձել է գլխավոր միջազգային լեզու:
2. Տասնամյակներ շարունակ անգլերենը եղել է գիտության, կրթության, առևտրի, դիվանագիտության լեզու:
3. Նախկին բրիտանական գաղութներում անգլերենը այժմ համարվում է պետական լեզու:
4. Շատ երկրներում անգլերենը պարտադիր առարկա է:
5. Ոմանց կարծիքով անգլերենը որպես միջազգային լեզու կփոխարինվի չինարենով, արաբերենով կամ որևէ այլ լեզվով:

Ex. 7 Choose words from the group below to complete the passage. It may be necessary to change the form of the given words.

to invade; invader; inhabitant; language; to derive; to cross; arrival

The history of the English language started with the
1) _____ of three Germanic tribes who
2) _____ Britain during the 5th century AD. These
tribes, the Angles, the Saxons and the Jutes 3) _____ the
North Sea from what today is Denmark and northern Germany.
At that time the 4) _____ of Britain spoke a Celtic
language. But most of the Celtic speakers were pushed west and
north by the 5) _____, mainly into what is now Wales,
Scotland and Ireland. The Angles came from England and their
6) _____ was called Englisc - from which the words
England and English 7) _____.

Ex. 8 Comprehension and discussion questions

1. Which are the two main reasons that English is the current lingua franca?
2. Why is English a compulsory subject in many countries?
3. Will English continue to be the global language of the twenty-first century or not?

Ex. 9 Sum up the text using no more than five sentences.

SECTION 2

Advanced Reading

LEAD - IN

Ex. 10 Answer the following questions.

1. Can you name countries in which English is spoken as a mother tongue or as a second language?
2. What do you know about English-speaking countries?

Ex. 11 Work with a partner to discuss the following questions.

1. Have you read a book/magazine in English in the last three months? Which one?
2. Do you have any English-speaking friends?
3. Have you ever written a letter in English? To who? Why?
4. Have you ever been to an English-speaking country? Which one? When?
5. Why are you learning English?
6. What do you like about learning English?
7. What do you dislike about learning English?

TEXT 2

ENGLISH AS A WORLD LANGUAGE

Today, when English is one of the major languages in the world, it requires an effort of the imagination to realize that this is a relatively recent thing. In Shakespeare's time, for example, only a few million people spoke English, and the language was

not thought to be very important by the other nations of Europe and was unknown to the rest of the world.

English has become a world language because of its establishment as a mother tongue outside England, in all the continents of the world. This exporting of English began in the seventeenth century, with the first settlements in North America. Above all, it is the great growth of population in the United States, assisted by massive immigration in the nineteenth and twentieth centuries, that has given the English language its present standing in the world.

People who speak English fall into one of three groups: those who have learned it as their native language; those who have learned it as a second language in a society that is mainly bilingual; and those who use it for a practical purpose: administrative, professional or educational. One person in seven of the world's entire population belongs to one of these three groups. Incredibly enough, 75% of the world's mail and 60% of the world's telephone calls are in English.

Geographically, English is the most widespread language on Earth, second only to Mandarin Chinese in the number of people who speak it. It is the language of business, technology, sport, aviation. This will no doubt continue, although the proposition that all other languages will die out is absurd.

**Ex. 12 Here are the answers to some questions of the text.
Work out the questions.**

1. A few millions.
2. Because it is the mother tongue of many countries outside England.
3. In the seventeenth century.

4. 75%.
5. 60%.
6. Mandarin Chinese.

❖ ***DID YOU KNOW THAT?***

- Every day the British drink 165 million cups of tea, which is over 20 times more than the Americans.
- At one point in time the British Empire, the most extensive empire in world history, ruled approximately 1/4 of the world's population and covered about 1/4 of Earth's total land area.
- The UK brought the world several sports, most notably soccer, rugby and polo. However, the British now often lose at these sports to nations that adopted them.
- One of the most bizarre cultural facts about England is that it's actually illegal to die in the Houses of Parliament.
- The Queen of the UK, Elizabeth II, has visited more than 116 countries of the world, although she does not have a passport. The reason is simple: she doesn't need to prove her identity. In fact, she is the one who officially issues passports for British citizens.
- London has not always been London. Successive occupants have used their own names for the city, such as Plowonida, Lowonidonjon, Londinium, Londinion and Lundenwic.
- The UK boasts the largest Indian restaurant in the world and London has more Indian restaurants than some actual Indian metropolises such as Mumbai and Delhi.

- Concentration camps are inseparably associated with the Nazi Germans during the WWII, but in fact, they were first used by the British long before that. In the early 1900s, the British soldiers used these “camps” to imprison the Boers in the Boer Wars in South Africa.

SECTION 3

CREATIVE TASKS

Ex. 13 Answer the questions using the list below.

1. Which language in the world is spoken by most people?
2. Which language has the largest vocabulary?
3. Which is the oldest written language?
4. Which subcontinent has the largest number of languages?
5. Which language has no irregular verbs?
6. Which language has the most letters in the alphabet?
7. In which language is the largest encyclopedia printed?

Is it...

Spanish/Cambodian/English/Egyptian/Esperanto/Mandarin Chinese/Indian?

Ex. 14 Below is some information about several English-speaking countries. The most important information is given in so-called information files. Read the files. Some capitals have been mixed up. Try to guess the name of the country and correct the mixed capitals.

COUNTRY 1

Total area	10,000,000 sq. km
Total population	35 mln
Ethnic groups	59% White (English-speaking) 23% White (French-speaking) 2% Native Americans 16% other
Capital	Canberra
Population/capital	1 mln
Government	Democracy with prime minister. British colony until 1867. Independent, British monarch – Head of state

COUNTRY 2

Total area	1.2 mln sq. km
Total population	53 mln
Ethnic groups	80% Black 14% White Africaans 6% other
Capital	Pretoria (government) Cape Town + Bloemfontein (law)
Population/capital	Pretoria: 650,000 Cape Town: 1,000,000 Bloemfontein: 150,000
Government	Republic with president

COUNTRY 3

Total area	11,000 sq. km
Total population	2.8 mln
Ethnic groups	91% Black 9% other
Capital	Ottawa
Population/capital	600,000
Government	Democracy with prime minister. Granted independence from UK 1962

COUNTRY 4

Total area	70,000 sq. km
Total population	4.6 mln
Ethnic groups	98% White 2% other
Capital	Cardiff
Population/capital	565,000
Government	Parliamentary democracy with president

COUNTRY 5

Total area	7.7 mln sq. km
Total population	23 mln
Ethnic groups	92% White 7% Asian 1% aboriginal and other
Capital	Dublin

Population/capital	381,000
Government	Federation (6 states, 2 territories), British colony until 1901 Federal constitutional monarchy, independent state

COUNTRY 6

Total area	21,000 sq. km
Total population	3.1 mln
Ethnic groups	76% White (English-speaking) 20% White (Welsh-speaking) 4% other
Capital	Kingston
Population/capital	565,000
Government	Part/UK, own National Assembly and First Minister

Write an essay on the following topic: “Stereotypes about Nations Are/Are Not True”.

UNIT 25

SECTION 1

AMERICAN HISTORY OF SLAVERY

The world's history shows **slavery** started since **primitive times**. With the **rapid** changes in development of the New World, slavery solved the crisis of **manual labour requirements**. At that time lands were expanding at a very high rate and the economies **depended upon** the trade. The landlords needed a **huge** number of people **to sow** crops such as **sugar cane, rice, cotton, tobacco**. Owing to its developing economy and to its cheap workforce in slavery America became a **booming industry** and the African people in particular living in the west coast were known for their **physical strength** and ability to work strenuously under **harsh** conditions. The exporting of **manpower** started from this area.

Slavery started in America at the beginning of 1619. The growing economies demanded greater **crop** production and the **demand** for slavery became higher. The White masters suppressed Africans by starvation, ill treatment and sometimes even by killing them.

Many slaves fled into the **hilly** areas in order to **escape** the **cruelty** they were treated with. However, movements for **liberty** started, freedom and democracy became the main object of African American slaves. They started fighting against the system that was not providing basic human rights.

A long and bitter movement for freedom started and a number of American leaders began to fight against the **rigid system**. They **succeeded in** their struggle.

Topical Vocabulary

slavery	ստրկություն
primitive times	նախնադարյան ժամանակաշրջան
rapid	արագ
manual labour	ձեռքի աշխատանք
requirement	պահանջ, կարիք
to depend (on/upon)	կախված լինել
huge	հսկայական
to sow	ցանել
sugar cane	շաքարեղեգ
rice	բրինձ
cotton	բամբակ
tobacco	ծխախոտ
booming industry	արագ զարգացող արդյունաբերություն
physical strength	ֆիզիկական ուժ
harsh	դաժան
manpower	աշխատուժ
crop	բերք
demand	պահանջարկ
hilly	լեռնային, բլրածածկ
to escape	փախչել
cruelty	դաժանություն
liberty	ազատություն

rigid system	խիստ, դաժան համակարգ
to succeed in	հաջողության հասնել

Ex. 1 Suggest the Armenian translation for the English word combinations.

1. since primitive times _____
2. rapid change _____
3. manual labour requirements _____
4. to expand at a very high rate _____
5. to be known for the physical strength _____
6. to work strenuously _____
7. harsh conditions _____
8. hilly area _____
9. to escape the cruelty _____
10. rigid system _____

Ex. 2 Match the words in the left column with their synonyms in the right column.

- | | |
|--------------|----------------|
| 1. rapid | A. to run away |
| 2. cheap | B. freedom |
| 3. to escape | C. to combat |
| 4. rigid | D. fast |
| 5. to fight | E. harsh |
| 6. liberty | F. inexpensive |

Ex. 3 Find in the text the English equivalents for the following Armenian word combinations.

1. ձեռքի աշխատանքի կարիք _____
2. ընդլայնվել շատ մեծ արագությամբ _____
3. դաժան պայմաններ _____
4. վատ վերաբերմունք _____
5. լեռնային տարածք _____
6. փախչել դաժանությունից _____
7. պայքարել ընդդեմ դաժան համակարգի _____
8. աշխատել եռանդուն _____

Ex. 4 Match the words in the left column with their definitions in the right column.

- | | |
|----------------|--|
| 1. cruelty | A. to do or cause to do repeatedly in order to gain skill |
| 2. development | B. to put an end forcibly |
| 3. to suppress | C. to plant (seed) by scattering it on or in the earth |
| 4. to sow | D. state of being starved |
| 5. starvation | E. to carry and distribute goods, etc. |
| 6. to deliver | F. to break free from confinement or control |
| 7. to escape | G. to find the explanation for or solution to (a mystery, problem, etc.) |
| 8. to solve | H. necessary skill, competence or power |

9. to practice

I. the process of developing or
being developed

10. ability

J. cruel behaviour or attitude

Ex. 5 Fill in the blanks with a suitable word and make necessary changes.

slave, slavery

1. _____ was finally abolished in the Unites States in the nineteenth century.
2. Soon, she would be his totally obedient _____.
3. She treated her daughter like a _____.
4. Many people were sold into _____.

to fight, fighting

1. They gathered soldiers _____ the invading army.
2. My grandfather _____ against the Fascists in Spain.
3. Doctors _____ for more than six hours to save his life.
4. _____ broke out in three districts of the city last night.

Ex. 6 Comprehension and discussion questions

1. When did slavery start in America?
2. What problem did slavery solve?
3. Why did the white masters suppress Africans by starvation?
4. How did the American slaves fight against the rigid system?

Ex. 7 Sum up the text using no more than five sentences.

SECTION 2

Advanced Reading

TEXT 2

In 1983 the United States Congress passed a law that made the birthday of Dr Martin Luther King, Jr., a national holiday. The new holiday, which is celebrated every year on the third Monday in January, honours Dr King's work for civil rights and for the promotion of peaceful ways to secure freedom and equality. He helped to change America.

King was assassinated in 1968 at the young age of 39. The words are carved on his gravestone from his most famous speech: "Free at last! Free at last! Thank God Almighty, I'm free at last!" Below is the adapted and abridged passage from Dr King's speech "I have a Dream".

I HAVE A DREAM

I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character... I have a dream that one day the state of Alabama... will be transformed into a situation where black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers...

This is our hope. This is the faith with which I return to the South. With this faith, we will be able to hew out of the mountains of despair a stone of hope... With this faith we will be able to work together, to pray together, to struggle together,

to go to jail together, to stand up for freedom together, knowing that we will be free one day.

This will be the day when all of God's children will be able to sing with new meaning, "My country 'tis of thee; sweet land of liberty; of thee I sing; land where my fathers died, land of the pilgrim's pride, from every mountainside, let freedom ring." ...

When we let freedom ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual, "Free at last, free at last; thank God Almighty, we are free at last."

Ex. 8 Make your own political or non-political "I Have a Dream" speech.

❖ *DID YOU KNOW THAT?*

Martin Luther King Jr. improvised the most iconic part of his "I Have a Dream" speech.

On Wednesday, August 28, 1963, 250,000 Americans gathered at the Lincoln Memorial. As Martin Luther King Jr. stood at the podium, he eventually pushed his notes aside.

The night before Dr. King began working on his speech with a small group of advisers in the lobby of the Willard Hotel. The original speech was more political and less historic and it did not include any reference to dreams. After delivering the now famous line, "we are not satisfied, and we will not be satisfied until justice rolls down like waters and righteousness like a mighty stream," Dr King transformed his speech into a sermon.

Onstage near Dr. King, singer Mahalia Jackson reportedly kept saying, “Tell ‘em about the dream, Martin,” and while no one will know if he heard her, it could likely have been the inspiration he needed. Dr. King then continued, “Even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream...” And then he continued, adding repetition and outlining the specifics of his dream. And while this improvised speech given on that hot August day in 1963 was not considered a universal success immediately, it is now recognized as one of the greatest speeches in American history.

SECTION 3

CREATIVE TASKS

Ex. 9 Choose a country you would like to speak about and prepare a presentation. Tell your friends 3-5 sentences characterizing the country and see if they can guess which country it is. Make your presentation.

Ex. 10 Discuss the following questions.

1. What are the differences between the ways a baby learns its first language and the ways an adult learns a second language?
2. What advantages does the baby have?
3. What advantages does the adult have?
4. What is most important for you in learning a language?

➤ **Write an essay on the following topic:** “How to Promote World Peace”.

UNIT 26

SECTION 1

HISTORY OF THE STATUE OF LIBERTY

America probably could not have won its freedom from the British during the American Revolution without the help of the French. France provided arms, ships, money and men to the American **colonies**. Some Frenchmen, most **notably** Marquis de Lafayette, a close friend of George Washington, even became a high-ranking officer in the American army. It was an alliance of respect and friendship that the French would not forget.

Almost 100 years later, in 1865, after the end of the American Civil War, several French **intellectuals**, who **were opposed to** the **oppressive** regime of Napoleon III, were at a small dinner party. They discussed their admiration for America's success in establishing a democratic government and abolishing slavery at the end of the civil war. During the evening, talk turned to the close historic ties and love of liberty the two nations shared. Laboulaye, known as the "Father of the Statue of Liberty", noted that there was "a **genuine** flow of sympathy" between the two nations and he called France and America "two sisters".

As he continued speaking, reflecting on the **centennial** of American independence only 11 years in the future, Laboulaye **commented**, "Wouldn't it be wonderful if people in France gave the United States a great monument as a lasting memorial to independence and thereby showed that the French government was also **dedicated** to the idea of human liberty?"

Laboulaye's question struck **a responsive chord** in one of his guests, Frédéric-Auguste Bartholdi, a successful, 31-year-old **sculptor** from Colmar, a town in the eastern province of Alsace, France.

Years later, **recalling** the dinner, Bartholdi wrote that Laboulaye's idea "interested me so deeply that it remained fixed in my memory". So was sown the **seed** of inspiration that would become the Statue of Liberty.

Topical Vocabulary

colony	գաղութ
notably	հատկապես
intellectual	մտավորական
to oppose	դիմադրել, ընդդիմանալ
oppressive	կեղեքող, ճնշող
genuine	իսկական
centennial	հարյուրամյակ
to comment	մեկնաբանել
to dedicate	նվիրել
responsive chord	պատասխան ակորդ
sculptor	քանդակագործ
to recall	հիշել
seed	սերմ

Ex. 1 Suggest the Armenian translation for the English word combinations.

- without the help of the French _____
- to provide arms _____

3. alliance of respect and friendship _____

4. to be opposed to the oppressive regime _____

5. to establish a democratic government _____

6. genuine flow of sympathy _____
7. centennial of American independence _____

8. responsive chord _____
9. to recall a dinner _____
10. to sow the seed of inspiration _____

Ex. 2 Match the words in the left column with their synonyms in the right column.

- | | |
|----------------|----------------|
| 1. notably | A. to remember |
| 2. alliance | B. to devote |
| 3. oppressive | C. to divide |
| 4. to share | D. brutal |
| 5. genuine | E. remarkably |
| 6. to dedicate | F. union |
| 7. to recall | G. to place |
| 8. to fix | H. natural |

Ex. 3 Find in the text the English equivalents for the following Armenian word combinations.

1. հարգանքի և բարեկամության դաշինք _____

2. զենք մատակարարել _____

3. դառնալ բարձրաստիճան սպա _____
4. ֆրանսիացի մտավորական _____
5. ընդդիմանալ կեղեքիչ ռեժիմին _____
6. հիմնել ժողովրդավարական կառավարություն _____
7. հիշողության մեջ տպավորվել _____
8. ցանել ներշնչանքի սերմեր _____

Ex. 4 Match the words in the left column with their definitions in the right column.

- | | |
|----------------|--|
| 1. alliance | A. to devote (time or effort) to a particular task or purpose |
| 2. centennial | B. a person who practices sculpture |
| 3. to comment | C. relating to a hundredth anniversary |
| 4. to dedicate | D. to bring back to mind; to remember |
| 5. sculptor | E. a union or association formed for mutual benefit, especially between countries or organizations |
| 6. to recall | F. to remark or express an opinion |

Ex. 5 Fill in the blanks with a suitable word and make necessary changes.

to comment, comment

1. The speech received much _____ in the press.

2. He was fined for making abusive _____ to the referee.
3. Smith's lawyer _____ that the decision was "outrageous".
4. His frequent absences gave rise to _____.
5. He refused _____ on the decision of the court.
6. He _____ about the tense situation in the region.

to dedicate, dedication

1. He _____ his life to fighting corruption.
2. The officer resigned his post _____ and decided _____ his time to writing.
3. To reach a high level of skill requires talent, _____ and a lot of hard work.
4. They celebrated the _____ of the new building with a ribbon-cutting ceremony.
5. They _____ their money to scientific research.
6. The party leader served the public with _____ and integrity.

Ex. 6 Translate the following sentences into Armenian paying attention to words and word combinations in bold.

1. We are hoping the enquiry will **provide an explanation** for the accident.
2. The **ambassador was recalled from** Washington.
3. It took a lot of **hard work and dedication**, but we managed to finish the project on time.
4. The situation was extremely tense; no one said a word and **the silence was oppressive**.

5. There has been **a genuine improvement** in the economy in recent months.
6. The government has become **acutely responsive** to signs of distress.
7. Many Western nations are **former European colonies**.
8. Celebrations around the world are taking place this summer **to commemorate the centennial**.
9. They weren't able **to fix up/solve their differences**.
10. At his death his **property was shared out** between his children.

Ex. 7 Say whether the following statements are true or false.

1. America won its freedom from the French during the American Revolution with the help of the English.
2. Some Frenchmen became high-ranking officers in the American army.
3. French intellectuals appreciated the oppressive regime of Napoleon III.
4. France gave the United States a great bust as a lasting memorial to independence.

Ex. 8 Comprehension and discussion questions

1. Who helped Americans during the American Revolution?
2. What did the French intellectuals discuss after the end of the American Civil War?
3. Why did Laboulaye call France and America, "two sisters"?
4. What did France give the United States as a lasting memorial to independence?
5. How was the seed of inspiration sown?

Ex. 9 Sum up the text using no more than five sentences.

SECTION 2

Advanced Reading

TEXT 2

A GLOBAL LANGUAGE: PROS AND CONS

English is for a century and a half been called a world language. Nowadays linguists argue whether it is so or not. The number of people who now speak English as their mother tongue has been estimated at between 300 million and 400 million. It is recognized as an official language in countries where about 1.5 billion people live.

In China the importance attached to learning English is so great that a televised teaching course drew audiences of up to 100 million. About 80 percent of the data stored on the world's computers is believed to be in English. Nowadays insufficient knowledge of English can be a problem in business – particularly if companies wish to trade with the USA or other English-speaking nations.

However, some nations regard the spread of English as unwelcome for both political and cultural reasons. French authorities have taken official steps to prevent the flow of English words and phrases into their language, a trend estimated at 20,000 every year. The use of certain words in official documents and broadcasting media has been banned.

Others go further and believe that the use of English is a challenge to their individuality and that the non-native language is undermining their national identity. This is why political

unrest is often linked to language. In Belgium, for instance, there is conflict between speakers of Flemish (a form of Dutch) and Walloon (a form of French).

There has been a successful campaign for bilingual forms and road-signs in Wales. In Canada, too, there has been a long-running and at times bitter struggle between English and French, centered on the province of Quebec. Malaysia and the Philippines have been trying for 20 years to diminish the importance of English as an official language.

Ex. 10 Stage a debate on the positive and negative aspects of English becoming a world language. Bring as many arguments and reasons as you can to support your group's point of view.

While getting ready for the debate, you might want to answer the following questions:

1. In your own words, what is the issue being debated?
2. What is the “yes” position? What evidence is there to support it?
3. What is the “no” position? What are the pieces of evidence to support it?
4. What are the main areas of disagreement between the two sides?
5. What is your position? Why?

❖ ***DID YOU KNOW THAT?***

- “Goodbye” came from “God bye” which came from “God be with you”.
- There are 10 human body parts that are only 3 letters long in English (eye, hip, arm, leg, ear, toe, jaw, rib, lip, gum).

- The word “strengths” is the longest word in the English language with just one vowel.
- The word “typewriter” is the longest word that can be typed using only the top row of a keyboard.
- The letter “W” is the only letter in the English alphabet that has 3 syllables (all others have 1).
- “Go” is the shortest complete sentence in the English language.

SECTION 3

CREATIVE TASKS

Ex. 11 Take on the roles of UN delegates from various countries. Discuss the question of whether refugee intake numbers should be standardized across European states. You can make use of the tips for staging a debate in Unit 4. Before starting the activity decide who the speech critiques will be (about 3-4 students). Let the critiques rate every speech they listen to. The following form will ease their work.

Speech Critique Sheet

Speaker:

Evaluator:

Circle an evaluation mark in each category and add constructive comments.

1 – Superior 2 – Excellent 3 – Good 4 – Fair

Delivery technique:

Facial Expression (relaxed, animated and responsive): 1 2 3 4

Vocal Expression (variance, rate, volume, intensity): 1 2 3 4

Diction, Grammar and Word Usage: 1 2 3 4

Eye Contact (looks at audience, not overly dependent on notes)
1 2 3 4

Bodily Action and Gestures 1 2 3 4

Comments:

Organization and Content:

Introduction: 1 2 3 4

Body: 1 2 3 4

Conclusion: 1 2 3 4

Comments:

- **Write an essay on the following topic:** “One of the Greatest Diplomats of All times”.

UNIT 27

SECTION 1

ABRAHAM LINCOLN

When Abraham Lincoln was elected President in 1860, seven slave states left the Union to form the Confederate States of America, and four more joined when **hostilities** began between the North and the South. A **bloody civil war** then **engulfed** the nation as Lincoln vowed to preserve the Union, **enforce** the laws of the United States and end the **secession**. The war lasted for more than four years with **a staggering loss** of more than 600,000 Americans. Midway through the war Lincoln issued the **Emancipation Proclamation**, which freed all slaves within the **Confederacy** and changed the war from a battle to preserve the Union into a battle for freedom. He was the first Republican President, and Union victory ended forever the claim that state **sovereignty superseded** federal authority. Killed by an **assassin's** bullet less than a week after the surrender of Confederate forces, Lincoln left the nation a more perfect Union and thereby earned the admiration of most Americans as the country's greatest President.

Topical Vocabulary

hostility	թշնամություն, <i>pl.</i> ռազմական գործողություններ
bloody	արյունոտ
civil war	քաղաքացիական պատերազմ
to engulf	համակել, պատել

to enforce	հրավ. կիրառել (օրենքը)
secession	անջատում, պառակտում
staggering	սհռելի, հսկայական
loss	կորուստ
Emancipation Proclamation	Ազատագրման հռչակագիր
confederacy	կոնֆեդերացիա
sovereignty	գերիշխանություն, ինքնիշխանություն
to supersede	դուրս մղել, փոխարինել
assassin	մարդասպան

Ex. 1 Suggest the Armenian translation for the English word combinations.

1. slave states _____
2. bloody civil war _____
3. to engulf the nation _____
4. to vow to preserve the Union _____
5. staggering loss _____
6. state sovereignty _____
7. to supersede federal authority _____
8. surrender of Confederate forces _____
9. to earn admiration _____

Ex. 2 Match the words in the left column with their synonyms in the right column.

- | | |
|-----------------|---------------|
| 1. to elect | A. combat |
| 2. victory | B. murderer |
| 3. to supersede | C. to replace |
| 4. battle | D. to give in |
| 5. to surrender | E. delight |

- | | |
|----------------|----------------|
| 6. admiration | F. to maintain |
| 7. to preserve | G. triumph |
| 8. assassin | H. to choose |

Ex. 3 Find in the text the English equivalents for the following Armenian word combinations.

1. արյունոտ քաղաքացիական պատերազմ _____

2. օրենքներ կիրառել _____
3. հսկայական կորուստ _____
4. Ազատագրման Հռչակագիրը հրապարակել _____

5. սպանվել մարդասպանի գնդակից _____

6. դաշնակից ուժերի անձնատուր լինելը _____

7. հիացմունքի արժանանալ _____

8. տևել ավելի քան չորս տարի _____

9. պատերազմական գործողություններ _____

Ex. 4 Choose words from the group below to complete the passage. It may be necessary to change the form of the given words.

*legacy; to embody; distinctively; emancipator; tragic;
unique; remarkable*

Abraham Lincoln is one of America's greatest heroes because of his 1)_____ appeal. His is a 2)

_____ story of the rise from humble beginnings to achieve the highest office in the land; then, a sudden and 3) _____ death at a time when his country needed him most to complete the great task remaining before the nation. His 4) _____ human and humane personality and historical role as savior of the Union and 5) _____ of the slaves creates a 6) _____ that endures. His eloquence of democracy, and his insistence that the Union was worth saving 7) _____ the ideals of self-government that all nations strive to achieve.

Ex. 5 Match the words in the left column with their definitions in the right column.

- | | |
|---------------|--|
| 1. to last | A. murderer, especially one who kills a politically prominent person |
| 2. bloody | B. to put or keep in force; to compel obedience to |
| 3. assassin | C. to go on or continue in time |
| 4. surrender | D. stained or covered with blood |
| 5. to enforce | E. the act or an instance of capitulation |

Ex. 6 Translate the following sentences into English; practice using the vocabulary of Section 27.

- Արյունալի քաղաքացիական պատերազմը շարունակվեց ավելի քան չորս տարի:
- Աբրահամ Լինկոլնը արժանացավ շատ ամերիկացիների հիացմունքին:
- Նրա ողբերգական մահը ցնցեց ամերիկացիներին:

4. Լավ դեկավարը պետք է ծառայի իր ժողովրդի շահերին և չպետք է կառավարի ուժի միջոցով:
5. Մեծ առաջնորդը մահացավ այն ժամանակ, երբ ժողովուրդը նրա կարիքն ամենաշատը ուներ:

Ex. 7 Comprehension and discussion questions

1. Who was Abraham Lincoln?
2. What did Lincoln vow to do?
3. What can you say about the hostilities between the North and the South?
4. Who was Abraham Lincoln killed by?

Ex. 8 Sum up the text using no more than three sentences.

SECTION 2

Advanced Reading

TEXT 2
THE “HONEST ABE”

Abraham Lincoln was born in a log cabin in Kentucky in 1809. He was largely self-educated, with a taste for jokes, hard work and books. The future president was first called “Honest Abe” when he was working as a young store clerk in New Salem. According to one story whenever he realized he had shortchanged a customer by a few pennies, he would close the shop and deliver the correct change, regardless of how far he had to walk.

He served for a time as a soldier, taught himself law and held a seat in the Illinois state legislature. From state politics he

moved to the US House of Representatives in 1847, where he voiced his opposition to the US war with Mexico.

In the middle of the 19th century the country's future seemed bright, except for one great problem. The ringing words of the Declaration of Independence, "All men are created equal", were meaningless for 1.5 million slaves. Though the northern states had outlawed slavery by this time, the southern states remained slave states. Southern and northern politicians debated the question of whether slavery would be legal in the western (new) territories. Congress reached a compromise: each state was to choose whether there should be slavery in its territory or not.

In 1854 a group of men started a new political party around the idea that slavery must not be allowed in the territories. They called it the Republican Party. In the election of 1860 the Republicans named Abraham Lincoln. As President Abraham Lincoln built the Republican Party into a strong national organization. After Lincoln, a foe of slavery, was elected president in 1860, the slave states left the Union and proclaimed themselves an independent nation, the Confederate States of America. Lincoln believed that, as he put it, "A house divided against itself cannot stand." Hence, the Civil War started.

Lincoln never let the world forget that the Civil War involved another issue besides that of freeing the slaves. This he stated most movingly in dedicating the military cemetery at Gettysburg: "that we here highly resolve that these dead shall not have died in vain, that this nation, under God, shall have a new birth of freedom, and that government of the people, by the people, for the people, shall not perish from the earth."

Almost all historians judge Lincoln as the greatest President in American history because of the way he exercised leadership during the war and because of the impact of that leadership on the moral and political character of the nation.

Discuss the following quotes by Abraham Lincoln.

- The best way to predict your future is to create it.
- I am a slow walker, but I never walk back.
- I would rather be a little nobody than an evil somebody.
- I'm a success today because I had a friend who believed in me and I didn't have the heart to let him down.
- Nearly all men can stand adversity, but if you want to test a man's character, give him power.

Ex. 9 Listen to Lincoln's most famous speech and one of the most important speeches in American history, the *Gettysburg Address* and discuss it in class.

❖ DID YOU KNOW THAT?

- **Mohandas Gandhi** was the preeminent leader of the Indian independence movement in British-ruled India. Employing nonviolent civil disobedience, Gandhi led India to independence and inspired movements for civil rights and freedom across the world. The honorific **Mahatma** (Sanskrit: high-souled) applied to him first in 1914 in South Africa, is now used worldwide.
- Once, while Gandhi was boarding a train, one of his shoes slipped and fell on to the track. He instantly removed the other shoe and threw it near the first one.

His intent was to help the person who found the shoes: they would have a pair.

- Mahatma Gandhi was nominated for the Nobel Peace Prize in 1948, but he was assassinated before the selection process began. The Nobel Committee decided not to award the Peace Prize for that year. Although he was nominated for the same prize 5 times, the Nobel Prize Committee declined the nomination as the award has never been given posthumously.
- The funeral procession of Mahatma Gandhi was 8 kilometers long.
- 21 years after Gandhi's death Great Britain, the country against whom he fought for independence, released a stamp honouring him.
- Mahatma Gandhi corresponded with a lot of people: Tolstoy, Einstein and Hitler were among the many.
- When asked by a reporter what he thought of Western Civilization, Gandhi replied, "I think it would be a very good idea."
- Steve Jobs was a fan of Mahatma Gandhi: his round glasses are not only similar but also a tribute.
- When Gandhi was assassinated on January 30, 1948, the Sri Lankan radio didn't broadcast programs for 24 hrs.

SECTION 3

CREATIVE TASKS

Ex. 10 Debate on the following topics: "Torture Is Justified When Used for National Security" and "Serving in the Army Must Be Voluntary and not Compulsory". Decide who will

be the two pairs of debaters and the judge. The following information will help you hold the debate.

There are several different formats for debate practices. Most of these formats share some general features. Specifically, any debate will have two sides: a proposition side, and an opposition side. The job of the proposition side is to advocate the adoption of the resolution, while the job of the opposition side is to refute the resolution.

The resolution can take many forms depending on the format. But in most cases the resolution is simply a statement of policy or a statement of value.

Usually, there is a judge present in the debate whose job is to decide the winner. The format we are presenting here is named “Lincoln–Douglas Debate.” A round of “Lincoln–Douglas Debate” consists of five speeches and two cross-examination periods. The speeches and their times are as follows:

Speech:	Affirmative Constructive	Cross- Ex. of Aff. by Neg.	Negative Constructive	Cross- Ex. of Neg. by Aff.	Affirmative Rebuttal	Negative Rebuttal	Affirmative Rejoinder
Time:	6 min.	3 min.	7 min.	3 min.	4 min.	6 min.	3 min.

Notice that the Affirmative has more speeches than the Negative, but both have the same total speaking time (13 minutes).

Resolutions. Resolutions in L-D debate are usually stated as propositions of value. Although the propositions are

sometimes related to issues of policy, this is not always the case. Typical resolutions include: “The spirit of the law ought to take precedence over the letter of the law to enhance justice”, “Cooperation is superior to competition”, “Violent revolution is a just response to oppression”, etc. Unlike in team debate, the debaters are expected to debate the resolution *as a whole*, not just a particular example.

Style. In L-D debate evidence is considered important, but no less important is speaking clearly, logically and fluently.

rebuttal – ժխտում, մերժում

rejoinder – պատասխան, առարկություն, հակաճառություն

- **Write an essay on the following topic:** “Armenia and Prospects for its Development”.

UNIT 28

SECTION 1

“ALL MEN ARE CREATED EQUAL”

Since 1776 no words in the Declaration of Independence have **received** more **attention** than Jefferson’s phrase, “All men are created equal.” But how could Jefferson and the other **signers** of the declaration believe this when slavery existed in the colonies? Some **slave owners** argued that slaves would become equal and **worthy** of natural rights only when they became **civilized**. For Jefferson, a **lifelong** owner of slaves, this was a much more complex issue.

At an early age Jefferson **concluded** that slavery was wrong. **To his credit**, he **attempted** to denounce slavery, or at least the slave trade in the Declaration of Independence. Some scholars believe that Jefferson agreed with the Scottish philosopher, Francis Hutcheson, that all men are born **morally** equal to one another and that “Nature makes none masters, none slaves”. But how does this explain that Jefferson kept most of his slaves throughout his lifetime?

It appears that while Jefferson opposed slavery in principle, he saw no **obvious** way to end it once it became established. If the slaves were freed all **at once**, Jefferson feared that white **prejudice** and black **bitterness** would result in a war of extermination that the whites would win. He **fretted** that if slaves were individually **emancipated** they would have nowhere to go and no means to survive on their own. The best Jefferson could **come up with** was a plan to take slave children from their

parents and put them in schools to be **educated** and taught a trade at public **expense**. Upon becoming **adults**, they would be transported to a colony somewhere and given **tools** and work animals to start a new life as “free and independent people”.

Nothing ever came of Jefferson’s fanciful plan. Slavery in the new United States of America would last another 89 years until the end of the Civil War.

Topical Vocabulary

to receive attention	ուշադրության արժանանալ
signer	ստորագրող անձ
slave owner	ստրկատեր
worthy	արժանի
civilized	քաղաքակիրթ
lifelong	ամբողջ կյանքի ընթացքում, ցմահ
to conclude	եզրակացնել
to one’s credit	ի պատիվ մեկի, արժանին մատուցելով
to attempt	փորձել
morally	բարոյապես
obvious	ակնհայտ
at once	անմիջապես, իսկույն
prejudice	նախապաշարմունք
bitterness	դառնություն, <i>սյուրեղ</i> ՝ թշնամանք
to fret	անհանգստանալ
to emancipate	ազատել, ազատագրել
to come up with	առաջարկել
to educate	կրթել
expense	ծախսեր

adult	չափահաս մարդ
tool	գործիք

Ex. 1 Suggest the Armenian translation for the English word combinations.

1. to receive much attention _____
2. the signers of the declaration _____
3. to become worthy of natural rights _____
4. lifelong owner of slaves _____
5. to denounce slavery _____
6. throughout his lifetime _____
7. to teach a trade at public expense _____
8. to come up with a plan _____
9. to be transported to a colony _____

Ex. 2 Match the words in the left column with their synonyms in the right column.

- | | |
|--------------------|----------------------|
| 1. civilized | A. to condemn |
| 2. lifelong | B. to come to an end |
| 3. to conclude | C. educated |
| 4. to denounce | D. lifetime |
| 5. bitterness | E. to suggest |
| 6. to come up with | F. sourness |

Ex. 3 Find in the text the English equivalents for the following Armenian word combinations.

1. հռչակագիրը ստորագրող անձինք _____
2. քաղաքակիրթ դառնալ _____

3. շատ ավելի բարդ խնդիր _____
4. դատապարտել ստրկությունը _____
5. անմիջապես ազատել ստրուկներին _____
6. գոյատևելու միջոցներ չունենալ _____
7. չափահաս դառնալ _____
8. նոր կյանք սկսել _____

Ex. 4 Match the words in the left column with their definitions in the right column.

- | | |
|------------------|--|
| 1. to fret | A. to deplore or condemn openly or vehemently |
| 2. to denounce | B. to carry or cause to go from one place to another |
| 3. prejudice | C. to feel or express worry, annoyance, discontent |
| 4. to emancipate | D. to free from restriction or restraint, esp. social or legal restraint |
| 5. to transport | E. opinion formed beforehand, esp. an unfavourable one based on inadequate facts |

Ex. 5 Fill in the blanks with a suitable word and make necessary changes.

to conclude, conclusion

1. When the investigation _____, the results will be sent to the US Attorney's office.

2. At the end of the speech he _____ that we had been a fine audience.
3. All the evidence pointed to the _____ that he was guilty.
4. It is still too early to reach a _____ on this point.
5. The report _____ that the school should be closed immediately.

to sign, sign

1. There are _____ that the situation is improving.
2. The economy is beginning to show _____ of recovery.
3. Over a hundred people _____ the petition.
4. France just _____ a new trade deal with Japan.
5. The contract soon _____ by both parties.

Ex. 6 Translate the following sentences into Armenian paying attention to words and word combinations in bold.

1. He **denounced** the election as a farce.
2. There are perhaps **two main conclusions** to be drawn from the above discussion.
3. They listened to the speech **with close attention**.
4. We wanted **to focus public attention** on this matter.
5. Such things should not happen **in a civilized society**.
6. Slaves were **emancipated** in 1834.
7. **For obvious reasons** the police cannot give any more details about the case.
8. It takes a long time to overcome **these kinds of prejudices**.
9. The statue **was transported** to London.
10. The jury **concluded** to set the accused free.

Ex. 7 Choose words from the group below to complete the passage. It may be necessary to change the form of the given words.

right; movement; ideal; equality; to eliminate; legal; declaration

The Declaration of Independence has no 1) _____ authority. It is not part of the basic law of the United States like the Constitution and the Bill of Rights. But its words have resonated as the 2) _____ of the United States. Abolitionists in the 19th century asked Americans to live up to the ideal of 3) _____ and 4) _____ slavery. The civil rights 5) _____ of the 20th century pressured America to honour the commitment made in the 6) _____. The document still speaks to us today about the 7) _____ of Americans, as it did in 1776.

Ex. 8 Comprehension and discussion questions

1. Why has Jefferson's famous phrase received much attention since 1776?
2. What did Jefferson think about slavery?
3. Why did he oppose slavery in principle?
4. How long did the slavery last in the USA?

Ex. 9 Sum up the text using no more than five sentences.

SECTION 2

Advanced Reading

TEXT 2

MAHATMA GANDHI

Revered the world over for his nonviolent philosophy of passive resistance, Mohandas Karamchand Gandhi was known to his many followers as Mahatma or “the great-souled one”. He began his activism as an Indian immigrant in South Africa in the early 1900s, and in the years following World War I became the leading figure in India’s struggle to gain independence from Great Britain. Gandhi was imprisoned several times during his pursuit of non-cooperation, and undertook a number of hunger strikes to protest the oppression of India’s poorest classes, among other injustices. After Partition in 1947, he continued to work toward peace between Hindus and Muslims. Gandhi was shot to death in Delhi in January 1948 by a Hindu fundamentalist.

Mahatma Gandhi’s life aims were truth, non-violence, spiritualism, religiousness, honesty, discipline, loyalty, aspiration.

Here are a couple of facts from the life of the Great Indian that surprise people:

Gandhi was not born a courageous, outspoken leader. In fact, in his autobiography, he says that, as a boy, he was so shy that he would run home from school because he could not bear to talk to anybody.

He was a walking enthusiast. Walking, he said, “is justly called the prince of exercise”. He began enjoying long walks in

high school. As a law student in London, he saved money by walking as many as eight to ten miles a day. It was primarily those long walks, he said, that “kept me practically free from illness throughout my stay in England and gave me a fairly strong body”. All those years of walking served him well during the Salt March of 1930 when, at the age of 60, he walked 241 miles from his ashram to the sea at Dandi.

Ex. 10 Discussion questions

- 1. Find at least 2 more facts from Gandhi’s life that seem surprising to you.**
- 2. Speak on one of Gandhi’s remarkable accomplishments for his nation.**

❖ DID YOU KNOW THAT?

The World’s Oldest Universities

- The University of Taxila or Takshashila - Ancient India (now Pakistan) was the first university in the world. It flourished from 600 BC to 500 AD, in the kingdom of Gandhar. 68 subjects were taught at this university and ancient texts show that the minimum entry age was 16. At one stage it had 10,500 students including those from Babylon, Greece, Syria, and China. Experienced masters taught the vedas, languages, grammar, philosophy, medicine, surgery, archery, politics, warfare, astronomy, accounts, commerce, music, dance as well as performing arts, futurology, the occult and mystical sciences.
- University of Nalanda in India was the second oldest university in the world. Nalanda functioned from 500AD

to 1300AD until it was destroyed by foreign invaders. It had 300 lecture halls, laboratories, libraries and an observatory. Chinese travelers recorded that 10.000 students were taught by 200 professors in Nalanda. Students came to study at the university from all over the world (Korea, Japan, China, Tibet, Indonesia, Persia, etc.).

SECTION 3

CREATIVE TASKS

Ex. 11 Read/Render the newspaper article about Switzerland and discuss it.

Աշխարհի ամենաազնականացված պետությունը՝ այդ պատիկ-ճստիկ Շվեյցարիան

Հայաստանը փոքր երկիր է: Սա երևի առաջին բնորոշումն է, որ մենք կարող ենք տալ մեր երկրին: Եվ այդ ըմբռնումը որոշակի բարդությոներ է առաջացնում մեր հանրային գիտակցության մեջ և մեզանում ստեղծում մի տեսակ անպաշտպանվածության ու խոցելիության, ապագայի նկատմամբ անորոշության զգացողություն:

Բայց աշխարհում փոքր երկրներ էլի կան: Մի՞թե այդ երկրներում էլ հասարակությունն ունի նման բարդությոներ: Թերևս Իսրայելի օրինակը ցույց է տալիս, որ ամենևին էլ պարտադիր չէ, որ փոքր երկիրը լինի թույլ, խոցելի ու անպաշտպան: Արդյոք Իսրայելը միա՞կ օրինակն է: Վերցնենք մեկ այլ փոքր երկիր՝ Շվեյցարիայի օրինակը: Երկիրը փոքր է՝ ընդամենը 42 հազար քառակուսի կիլոմետր: Դա մի փոքր

է ավել Հայաստանի ու ԼՂՀ տարածքից: Բնակչությունն էլ ընդամենը 8 միլիոն է: Չունի բնական հանածոներ, չունի ելք դեպի ծով: Միջին վիճակագրական տվյալներով՝ հայաստանցու պատկերացմամբ Շվեյցարիան աշխարհի ամենախաղաղասեր երկիրն է՝ մի իսկական դրախտ, որտեղ մարդիկ, բացի կյանքը վայելելուց, ուրիշ որևէ զբաղմունք չունեն:

Իրականում Շվեյցարիան համարվում է աշխարհի ամենառազմականացված պետությունը: Սա բանակ-պետություն է: Բանակ է, որի յուրաքանչյուր զինվորը բառացիորեն զինված է մինչև ատամները: 20-ից մինչև 50 տարեկան գրեթե բոլոր տղամարդիկ պահեստային զինվորականներ են՝ իրենց կոչումներով: Յուրաքանչյուրը գիտի, թե որ ստորաբաժանմանն է ամրակցված և գորակոչի դեպքում ուր պետք է գնա, ինչ պետք է անի: Համատարած գորակոչի դեպքում Շվեյցարիան կարող է մի քանի ժամում հանել 250 հազարանոց բանակ, իսկ երկու օրվա ընթացքում բանակի թվաքանակը կկազմի 1.7 միլիոն: Համեմատության համար նշենք, որ, օրինակ, Չինաստանի բանակի թվաքանակը 2.5 միլիոն է:

Շվեյցարական բանակը, բացի լավ զինված լինելուց, նաև լավ պատրաստված է: Ծառայության ընթացքում զորակոչիկները քնում են օրական ընդամենը հինգ ժամ: Արթնանալով զինվորը սկսում է վարժվել՝ վազել, կրակել, տանկ վարել, լեռնագնացությամբ զբաղվել, յուրացնել ռազմական տեխնիկան: Շվեյցարացի զինվորը հատակ չի ավլում, արտաքնոց չի լվանում, կարտոֆիլ չի մաքրում, չի ներկում... Այդ գործերն անում են մասնավոր ընկերությունները: Վարժանքներ, միայն վարժանքներ՝ անհավանական ծանր ռեժիմով: Հանգստի համար ժամանակ չի տրվում, ու զինվորը վարժանքներից դադար է առնում միայն սնվելու և

արտաքնոց գնալու համար: Ու այդպես, առանց բացառության ամեն օր: Բայց՝ շաբաթական 5 օր: Շաբաթ-կիրակին հանգիստ է: Շվեյցարացի զինվորի ծառայության ժամկետը ուղիղ 260 աշխատանքային օր է: Սակայն այդ ժամկետը բաշխված է տարիների մեջ: Երիտասարդները մինչև 31 տարեկանը 8 անգամ երեքական շաբաթ են ծառայում, 32-ից 41 տարեկանները՝ 3 անգամ երկուական շաբաթ, 42-ից 50 տարեկանները՝ 1 անգամ: Շվեյցարացի զինվորը պաշտոնապես գորացրվում է 51 տարեկանում: Կան, իհարկե, փոքրաթիվ, մշտապես գործող պրոֆեսիոնալ ստորաբաժանումներ՝ ուսուցանող սպայակազմը, օդաչուները և այլն:

Քաղաքացիական կյանքում էլ շվեյցարացիները «չեն հանգստանում» բանակից: Նրանց սիրելի զբաղմունքը կրակելն է: Ըստ որոշ դիտարկումների՝ մասնավոր, ժամանցային հրաձգարանների թիվը Շվեյցարիայում մոտ է սրճարանների թվին: Հանգստյան օրերին ձկնորսությամբ զբաղվելուն գուգահեռ՝ շվեյցարացիները շատ են սիրում բնության գրկում գարեջրի դատարկ բանկաների վրա կրակելու մրցումներ կազմակերպել:

Այս ռազմատենչությունը, անշուշտ, չափազանցված է թվում մեզ, մանավանդ, երբ հաշվի ենք առնում, որ Շվեյցարիայի հարևաններն են Ֆրանսիան, Գերմանիան, Ավստրիան ու Իտալիան: Թշնամի հարևաններ այդ երկիրը չունի: Ռազմական վերջին գործողությունը, որին մասնակցել են շվեյցարացիները, տեղի է ունեցել 200 տարի առաջ Նապոլեոնի բանակի դեմ: Նապոլեոնը այդ ճակատամարտում պարտվել է: Դրանից հետո Շվեյցարիան իրեն հռչակել է չեզոք պետություն: Եվ չնայած այս 200 տարիների ընթացքում ամբողջ Եվրոպան բազմիցս թաթախվել է արյունալի պատերազմների մեջ, սակայն ոչ մեկի մտքով անգամ

չի անցել հարձակվել Շվեյցարիայի վրա: Ու խնդիրը միայն այն չէ, որ այդ երկիրն իրեն հռչակել է չեզոք. պատերազմների ժամանակ ուխտադրությունը ընդունված է: Չեն հարձակվել նաև այն պատճառով, որ Շվեյցարիան եղել է, կա ու քերես դեռ կլինի աշխարհի ամենառազմականացված ու միաժամանակ ամենախաղաղասեր պետությունը: «Խաղաղություն ես ուզում, պատրաստ եղի՜ր պատերազմի» ասացվածքը բնորոշ է հատկապես շվեյցարացիներին:

Բայց այսպիսի ռազմականացվածությունն ունի իր զինը: Դա թանկ, շատ թանկ «հաճույք» է: Այդպիսի թանկ հաճույքներից օգտվելու համար պետք է հզոր, շատ հզոր տնտեսություն: Այլ կերպ ասած՝ լավ զինված ու վարժված բանակ ունենալու համար նախ պետք է տնտեսությունը զարգացնել: Շվեյցարացիների մոտ դա էլ է լավ ստացվում: Մեկ շնչին հասնող ՀՆԱ-ն Շվեյցարիայում 85 հազար դոլար է: Համեմատության համար՝ ԱՄՆ-ում 57 հազար է, Ռուսաստանում ու Չինաստանում՝ 8 հազար, Ադրբեջանում՝ 6 հազար, Հայաստանում՝ 3,5 հազար:

Չկա և ոչ մի հիմնավոր պատճառաբանություն կամ խոչընդոտ, որպեսզի Հայաստանը ունենա հզոր, մինչև ատամները զինված բանակ: Դրա համար ամեն ինչ ունենք՝ բացի հզոր տնտեսությունից: Եվ եթե շվեյցարացիներն ու իսրայելցիները կարող են իրենց տնտեսությունները զարգացնել, ինչո՞ւ մենք չենք կարող:

Ex. 12 Answer the following questions.

1. Which piece (pieces) of information surprised you most?
2. What can we borrow from the experience of Switzerland for the development of our country?

Ex. 13 Stage a session at the National Assembly of Armenia. Take roles of MPs and present your considerations on the urgent measures for the rapid development of different fields in our country.

- **Write an essay on the following topic: “The 21st Century: New Challenges”.**

UNIT 29

SECTION 1

RESPONSIBILITIES OF THE FEDERAL GOVERNMENT OF THE USA

People develop governments **to ensure order** in society and to protect its citizens. Although governments exist in a variety of forms, they **perform** the same essential **functions**. The United States government is a federal system, where the federal and state governments **share power**. The United States Constitution **outlines the responsibilities** of the federal government.

The **main function** of the US federal government is creating and enforcing laws to ensure order and **stability** within society. The US Constitution outlines the nation's **law-making process** and establishes institutions to carry out this function. Founding Fathers feared the **concentration of power** in a single individual or branch of government. To prevent this they separated law-making powers among three branches: **legislative, executive and judicial**. The legislature, **composed of the House of Representatives** and the Senate, creates laws. The executive branch enforces laws under the leadership of the president. The judiciary, which includes a federal court system headed by the **Supreme Court**, decides the constitutionality of these laws. This **separation of powers** prevents one branch from gaining influence over the others and from becoming too powerful.

Topical Vocabulary

Federal Government	դաշնային կառավարություն
to ensure order	ապահովել կարգ ու կանոն
to perform functions	կատարել գործառնություններ
to share power	կիսել իշխանությունը
to outline responsibilities	ուրվագծել, նշել պարտականությունները
main function	գլխավոր գործառնությ
stability	կայունություն
law-making process	օրինաստեղծ գործընթաց
concentration of power	իշխանության կենտրոնացում
legislative, executive, judicial	օրենսդիր, գործադիր, դատական
to be composed of	կազմված լինել
House of Representatives	Ներկայացուցիչների պալատ
Supreme Court	գերագույն դատարան
separation of powers	իշխանությունների տարանջատում, բաժանում

Ex. 1 Find in the text the English equivalents for the following Armenian word combinations.

1. հասարակության մեջ ապահովել կարգ ու կանոն ____

2. կատարել նույն կարևոր գործառնությունները ____

3. դաշնային դատական համակարգ ____

4. գերագույն դատարանի գլխավորությամբ ____

5. դաշնային կառավարության գլխավոր գործառույթը

6. դաշնային կառավարության պարտականությունները

Ex. 2 Match the words in the left column with their definitions in the right column.

- | | |
|------------------|--|
| 1. to ensure | A. to give the main features or general idea of |
| 2. essential | B. the act or process of concentrating |
| 3. to outline | C. the act of separating or state of being separated |
| 4. concentration | D. to make certain or sure; to guarantee |
| 5. separation | E. absolutely necessary; extremely important |

Ex. 3 Comprehension and discussion questions

1. What is the function of the federal government?
2. What does the United States Constitution outline?
3. Which are the three branches of the US Government?
4. What is the function of each branch?
5. What is the purpose of the separation of powers?

Ex. 4 Sum up the text using no more than five sentences.

SECTION 2

Advanced Reading

Text 2

SOME OF THE LONGEST WARS IN HUMAN HISTORY

Among the longest wars in human history, one such struggle stretched for almost eight centuries between Christians and Muslims from across the Strait of Gibraltar.

Even the shortest of wars can seem unbearably long for those parties involved. Unfortunately for those engaged in the conflicts listed below, they had to endure such turmoil for decades, or even centuries. In some, soldiers fought their whole lives in a war that they would never see decided, even when it had started prior to their births!

Karen Conflict (1949-Present; 67 years ongoing)

The Karen Conflict is the longest civil war in the world, having started in 1949 and still ongoing. The Karen Conflict involves the Karen people, one of the largest ethnic groups in South-East Asia, who have been fighting for a separate Karen nation of their own in Myanmar (Burma). The conflict was primarily fought in the Karen state of Myanmar, which was established by the Burmese government in 1952. The conflict has resulted in thousands of casualties over the years and has caused many Karen people to flee into neighbouring countries from their own.

Dutch War for Independence (1568-1648; 80 years)

The Eighty Years' War, also known as the Dutch Revolt. The period was marked by the revolt of the Seventeen Provinces in Netherlands against the Spanish King. Towards the beginning of the Revolt, the king's forces managed to suppress the rebellion. However, the rebellion grew stronger and in 1572 the rebels conquered Brielle, proving a major defeat to Spain. Finally, in 1648, the Seventeen Provinces achieved independence as the United Provinces of the Netherlands, otherwise known as the Dutch Republic.

Byzantine-Seljuq (1048-1308; 260 years)

The Byzantine-Seljuk Wars included a series of battles over a period of 260 years that led to a shift of power from the Byzantine Empire to the Seljuk Turks in the regions of Asia Minor and Syria, and the rise of an era of the Crusades. After the conquest of Baghdad in 1055, the Turks expanded their kingdom westwards and in 1064 the Seljuk Sultan, Alp Arslan, captured Armenia from the Byzantines. In 1067, when the Turks attempted to invade Asia Minor, they were pushed back by a Byzantine counterattack. However, the Battle of Manzikert in 1071 proved to be a major victory for the Seljuk Turks, as there they managed to defeat the Byzantine forces and capture the Byzantine Emperor himself. Despite this major win, the Byzantine rule over Asia Minor continued, and it took another 20 years for the Turks to achieve complete control over the Anatolian Peninsula. The call for the First Crusade was made when the Seljuk Turks went on to capture Jerusalem. Within a hundred years after the Battle of Manzikert, the First Crusades had driven out the Seljuks from the coasts of Asia Minor, and

the Byzantines successfully regained some form of control over parts of their lost territories. However, the subsequent Crusades did more harm than good to the Byzantines, as the Crusaders, often ignoring or disrespecting their allies, also often looted Byzantine towns and villages along the way.

Arauco War (1536-1818; 282 years)

The Arauco War was one of the longest wars in the history of the world. In their attempts to dominate South America, the Spanish tried to repeatedly colonize the Mapuche people, the indigenous inhabitants of the region. In 1536, while the Spaniards were exploring the Strait of Magellan in depth, the Mapuche refused to allow them to continue onward and attacked the small Spanish Army. The Spaniards were well equipped with more advanced weapons that allowed them to kill large numbers of the Mapuche and force the survivors to retreat. Battles continued into the future, and the Mapuche managed to maintain their independence. However, despite the battles, trade exchanges were also established between the two sides. During the Chilean War of Independence, the Spaniards were defeated by the Chileans, and the Spanish rule in Chile was completely expelled, effectively ending the war between the Mapuches and the Spaniards. The Mapuches, however, were against this transition of power, and their worst fears were proved true when the new nation of Chile also used force and diplomacy to drive out the Mapuches from their territories, leading to many deaths by starvation and disease.

Dutch-Scilly War (1651-1986; 335 years)

One of the longest, and even strangest, wars in our world's history, characterized by a complete absence of battles and bloodshed, is known as the Three Hundred and Thirty-Five Years' War. The conflict began on March 30, 1651 as a by-product of the English Civil War. The Dutch, long time allies of England, decided to take the side of the Parliamentarians. The Royalists, with whom the Dutch had formerly had friendly relations, took this as a betrayal, and in their anger raided Dutch shipping vessels as a punishment to their betraying friends. However, by 1651 the Royalists had been chased away from England except for a tiny group of islands, namely the Isles of Scilly. The Dutch, who had suffered commerce losses at the hands of the Royalists, decided to teach them a lesson themselves by sending their naval troops to the area to threaten the Royalists. Orders were also given to the Dutch commander, Tromp, to declare war if the Royalists did not hand over money. Then, according to the most common story, the Royalists refused money, forcing Tromp to declare war. However, the highly reduced Royalist forces, and the chances of poor gains from them, made Tromp withdraw and return without any fighting having taken place. Soon the Royalists surrendered to the Parliamentarians, and the Dutch forgot that they had declared a war. More than 3 centuries later, a local historian, Roy Duncan, accidentally came across a historical footnote in Scilly regarding the war, and he invited the Dutch ambassador to Great Britain to visit Scilly and negotiate the armistice. The peace treaty was signed on April 17, 1986, thus ending the "phony war" between the Dutch and the Scilly Isles.

(The Isles of Scilly (*Cornish: Syllan*) are an archipelago off the south western tip of the Cornish peninsula of Great Britain. It is the southernmost location in England and the United Kingdom as well as the most westerly in England).

Persian-Roman Wars (92 BC-629 AD; 721 years)

The Roman-Persian Wars were a series of wars that took place between the Roman world and two successive Iranian empires, namely the Parthians and the Sassanids. The first battle of this war was fought in 92 BC, when the Roman Republic battled with the Parthians. After the cessation of hostilities with the Parthians, the Romans continued their battles against the next Iranian empire to face them, that of the Sassanids. The war was brought to an end by the Arab Muslim invasions in 629 AD, which devastated both the Byzantine Eastern Roman empire and the Sassanid Empire. Throughout the extended war between the Persians and Romans, the frontier remained largely stable, while towns, fortifications and provinces near the borders were continuously being captured and recaptured by these two sets of battling rival empires. The war had devastating economic impacts on both the Romans and the Persians and made them extremely vulnerable to the sudden attacks of the Arab Muslims.

Iberian Religious Wars (711-1492; 781 years)

The Iberian Religious Wars or the “Reconquista”, was a period in the history of the Iberian Peninsula (including modern Spain and Portugal). The period was marked by a long series of battles between the Christian Kingdoms and the Muslim Moors for control over the Peninsula. In 711 the Moors, Muslims living in the northern African region which is now part of Morocco

and Algeria, crossed the Mediterranean Sea and gradually made their advances into Europe, establishing their own territories whenever and wherever possible. Over the next several centuries a series of battles were fought between the Christians and the Moors, with victories and losses on both sides. In the latter years of the Reconquista, the Catholic Church recognized the war as a “holy war” similar to the Crusades, and several military orders of the Church also participated in the war. Finally, by the 1400s the Moors had only a few territories remaining under their rule. In 1469 a historic marriage between King Ferdinand of Aragon and Queen Isabella I marked the end of the Muslim invasion into the Iberian Peninsula, when the united forces of Ferdinand and Isabella fought against the Moors. They were successful in recapturing Grenada from them in 1492, and thus ending the Reconquista.

Ex. 5 Discussion questions

1. What comes to mind when you hear the word “war”?
2. What causes countries to engage in a war?
3. Does war ever do any good?
4. Can war ever be justified?
5. What do you understand by the phrase “might is right”?
6. Would you like to work as a war correspondent? Why yes/no?
7. Do you think states will ever stop waging wars?

❖ DID YOU KNOW THAT?

- Ann Eleanor Roosevelt was one of the most greatly admired first ladies in the American history. She was a strong advocate of rights for minorities and when elected

as chairperson of the Human Rights Commission in 1946, she helped to write the universal Declaration of Human Rights.

- After Nixon resigned, Gerald Ford became president. In accordance with the Twenty-Fifth Amendment, he named Governor Nelson Rockefeller of New York as Vice President. For the first time in American history, both the President and Vice President were not elected but appointed.
- The term “Cold War” was first used during the 1930s to describe Nazi Germany’s use of threats and terror against small nations. Later American political commentators started using “Cold War” as the standard description of the struggle between the United States and the Soviet Union.

SECTION 3

CREATIVE TASKS

Ex. 6 Comment on John F. Kennedy’s inspiring quotes.

- Let us never negotiate out of fear. But let us never fear to negotiate.
- Mankind must put an end to war before war puts an end to mankind.
- Change is the law of life. And those who look only to the past or the present are certain to miss the future.
- If we cannot end now our differences, at least we can help make the world safe for diversity.
- Let us not seek the Republican answer or the Democratic answer, but the right answer. Let us not seek to fix the

blame for the past. Let us accept our own responsibility for the future.

- The rights of every man are diminished when the rights of one man are threatened.
- Peace is a daily, a weekly, a monthly process, gradually changing opinions, slowly eroding old barriers, quietly building new structures.
- Without debate, without criticism, no administration and no country can succeed, and no republic can survive.
- If a free society cannot help the many who are poor, it cannot save the few who are rich.
- As we express our gratitude, we must never forget that the highest appreciation is not to utter words, but to live by them.

➤ **Write an essay on the following topic:** “Democracy and Society”.

UNIT 30

SECTION 1

THE US NATIONAL SECURITY

Maintaining **national security** is an important role of the federal government of the USA. Throughout history war has been the **main component** of international relations. A major responsibility of any government is protecting its citizens. The Constitution places **national defense** in the hands of the federal government. It divides **war powers** between the president and Congress. Article I, Section 8 of the Constitution grants Congress the right to **declare war** and to maintain an army and **navy**. Article II, Section 2 names the president as **commander-in-chief** of the US military and state **militias**, or **national guards**. Article I, Section 8 also authorizes Congress to grant the president the authority to place state militias under federal control to “suppress **insurrections** or **repel invasions**”. By giving Congress the power to declare war and the president the power **to wage war**, the Founding Fathers ensured that one branch could not gain **complete control** over the nation’s armed forces.

Foreign Policy

The federal government controls the country’s foreign policies. The federal government represents the nation’s interests abroad. This duty is increasingly important as countries become more **interconnected** in the modern international system. The Constitution divides the authority for making foreign policy between the legislative and executive branches.

The State Department maintains a network of embassies in countries around the world under the direction of the president. Diplomats send and receive messages to foreign heads of state **on behalf of** the president and negotiate treaties and trade agreements. According to Article II, Section 2, the Senate must **consent** to any treaty negotiated by the president and **confirm** any presidential nomination to a foreign post.

Topical Vocabulary

national security	ազգային անվտանգություն
main component	գլխավոր բաղադրիչ մասը
national defense	ազգային պաշտպանություն
war powers	ռազմական իշխանություն
to declare war	պատերազմ հայտարարել
navy	ռազմածովային նավատորմ
commander-in-chief	գլխավոր հրամանատար
militia	ուստիկանություն
national guards	ազգային զվարդիա
insurrection	ապստամբություն
to repel	հետ մղել (թշնամու հարձակումը)
invasion	ներխուժում
to wage war	պատերազմ վարել
complete control	լիակատար վերահսկողություն
interconnected	փոխկապակցված
on behalf of	անունից
to consent	համաձայնել, համաձայնության գալ
to confirm	հաստատել

Ex.1 Suggest the Armenian translation for the English word combinations.

1. important role of the federal government _____

2. main component of international relations _____

3. major responsibility of any government _____

4. to place national defense in the hands of government _____

5. to divide war powers _____
6. to maintain an army and navy _____
7. to name the president as commander-in-chief _____

8. state militias _____
9. to grant the president the authority _____

10. to suppress insurrections or repel invasions _____

11. to gain complete control _____

12. to control the country's foreign policies _____

13. to represent the nation's interests abroad _____

14. to become interconnected _____

15. to maintain a network of embassies _____

16. under the direction of the president _____

17. on behalf of the president _____
18. to consent to any treaty _____
19. to confirm any presidential nomination to a foreign post

20. trade agreement _____

Ex. 2 Match the words in the left column with their synonyms in the right column.

- | | |
|-----------------|-------------------|
| 1. to declare | A. to assure |
| 2. to suppress | B. power |
| 3. insurrection | C. in the name of |
| 4. to wage | D. to agree |
| 5. to consent | E. to carry on |
| 6. to confirm | F. rebellion |
| 7. on behalf of | G. to quell |
| 8. authority | H. to announce |

Ex. 3 Find in the text the English equivalents for the following Armenian word combinations.

1. պահպանել ազգային անվտանգությունը _____

2. միջազգային հարաբերությունների կարևոր բաղադրիչ մասը _____

3. ցանկացած կառավարության գլխավոր պարտականությունը _____

4. բաժանել ռազմական իշխանությունը _____
5. նախագահին նշանակել ազգային գվարդիայի գլխավոր հրամանատար _____
6. ճնշել ապստամբությունը _____
7. ձեռք բերել կատարյալ վերահսկողություն _____
8. ներկայացնել ազգային շահերը արտասահմանում _____
9. նախագահի անունից _____
10. հաստատել ցանկացած նախագահական նշանակում _____

Ex. 4 Comprehension and discussion questions

1. What is the important role of the federal government?
2. What do Article I, Section 8 and Article II, Section 2 state?
3. Who has the power to declare war in the USA?
4. What is the responsibility of federal government in foreign policy?

Ex. 5 Sum up the text using no more than five sentences.

SECTION 2

Advanced Reading

TEXT 2

THE NEED FOR LEADERSHIP

The quality of global governance depends ultimately on leadership. As the world faces the need for enlightened responses to the challenges that arise in the new century, we are concerned at the lack of leadership over a wide spectrum of human affairs. At national, regional and international levels, within communities and in international organizations, in governments and in non-governmental bodies, the world needs credible and sustained leadership.

It needs leadership that is inspired, that looks to the longer term and future generations. It needs leaders made strong by vision, sustained by ethics, and revealed by political courage that looks beyond the next election.

This cannot be leadership confined within domestic walls. It must reach beyond country, race, religion, culture, language. It must be charged with the sense of responsibility to the global neighbourhood. Vaclav Havel expressed his considerations on the matter when addressing the US congress in 1991. He said, “Without a global revolution in the sphere of human consciousness nothing will change for the better in our being as humans, and the catastrophe towards which our world is headed will be unavoidable. We are still incapable of understanding that the only backbone of all our actions, if they are to be moral is responsibility.”

International leadership is a quality easy to identify by its presence or by its absence, but extraordinarily difficult to define, and even more difficult to guarantee. Political differences and conflicts between states, increasingly serious national domestic problems, and somewhat disorderly nature of the international system of organizations and agencies: all these constitute considerable obstacles to leadership at the international level.

Such leadership can come from a number of possible sources and in many different forms. Governments, either singly or in groups, can pursue great objectives. Specific governments can create a constituency for an international initiative.

Leadership does not only mean people at the highest national and international levels. It means enlightenment at every level: in local and national groups, in parliaments and in the professions, among scientists and writers, in small community groups and large national NGOs, in international bodies, in the religious community, in political parties and citizens' movements, in the private sector and among large international corporations and particularly in the media.

The global neighbourhood is the home of future generations; global governance is the prospect of making it better than it is today. But that hope would be a utopian one were there no signs that future generations come to the task better equipped to succeed than their parents were. They bring to the next century less of the baggage of old animosities and adversarial systems accumulated in the era of nation-states.

The new generation knows how close they stand to cataclysms unless they respect the limits of the natural order and care for the earth by sustaining its life-giving qualities. They have a deeper sense of solidarity as people of the planet than any generation before them.

❖ ***DID YOU KNOW THAT?***

- Israel is one of only three democracies in the world without a codified constitution. The other two are New Zealand and Britain.
- When Golda Meir became prime minister of Israel in 1969, she was only the third woman elected to lead a country in the modern world.
- In regards to its population, Israel has the highest ratio of college degrees. The same goes for the ratio of its museums and startup companies!
- Israel publishes more books translated from other languages than any other nation in the world.
- Israel has the world's second highest per capita of new books.
- Israel has two official languages: Hebrew and Arabic.
- Only two countries began the 21st century with a net gain in their number of trees; Israel was one of them.
- The Dead Sea is the lowest place on Earth.
- Life expectancy at birth in Israel is at 82 years.
- Israel has the third highest rate of entrepreneurship in the world.
- 24% of Israel's workforce holds university degrees, ranking third in the industrialized world, after the United States and Holland.
- With more than 3,000 high-tech companies and start-ups, Israel has the highest concentration of hi-tech companies in the world (apart from the Silicon Valley).
- Israel has the fourth largest air force in the world (after the US, Russia and China).

SECTION 3

CREATIVE TASKS

Ex. 6 Read/Render the article and discuss it.

Իսրայելի նախկին նախագահ Շիմոն Պերեսի ելույթը

Իսրայելի 9-րդ նախագահ, 92-ամյա Շիմոն Պերեսը 2015 թ. սեպտեմբերին Կիևում անցկացված Յալթայի ֆորումի փակմանը արտասանել է, մասնակիցների կարծիքով, ամենախանդավառող ու ոգեշնչող ճառը:

Պերեսը խոսել է երազանքի, խիզախության և հույսի հանդգնության մասին: Ահա ելույթի ողջ տեքստը:

«Մենք երազում էինք մեր երկրի մասին, բայց երկիրը, որ մենք ստացանք, երազանք չէր: Դա հողի մի պատառիկ էր՝ Մերձավոր Արևելքի մեկ հազարերորդը: Այդ հողը այնքան էլ լավ չվերաբերվեց մեզ:

Այնտեղ ճահիճներ էին, մոծակներ, հարավում անապատ էր ու քարեր: Ընտրել պետք էր մոծակների ու քարերի միջև: Այդ հողում երկու լիճ կար. մեկը մեռած էր, երկրորդը մահանում էր: Հայտնի մի գետ կար, սակայն նրանում ջուր չկար: Ավելի ճիշտ՝ ջուր ընդհանրապես չկար:

Որևէ բնական ռեսուրս նույնպես չկար՝ ո՛չ ոսկի, ո՛չ նավթ: Այդ ժամանակ ասում էին, որ Մերձավոր Արևելքում կան երկու տեսակի երկրներ՝ նավթային երկրներ ու սուրբ երկրներ: Մերը լիակատար սուրբ էր, որովհետև այնտեղ ընդհանրապես ոչինչ չկար:

Մենք միայնակ էինք: Մենք չունեինք եղբայր կրոնի մեջ, քույր՝ լեզվի մեջ, հարևան՝ պատմության մեջ: Այս ամենը

կատարվում էր Հոլոքոստից հետո: Մենք եկանք այստեղ ու ընդհանրապես չգիտեինք, թե ինչ անել: Իրապես չգիտեինք:

Եվ մենք մտածեցինք, որ բնության ամենամեծ հարստությունը մարդն է: Մարդիկ հարստացրին երկիրը, այլ ոչ թե երկիրը ժողովրդին:

Մենք բոլորս կրթված դարձանք: Իսրայելի ամեն մի ազարակատեր սկսեց ուսումնասիրել, թե ինչպես կարելի է զարգացնել գյուղատնտեսությունը առանց ջրի ու առանց հողի: Մենք սկսեցինք զարգանալ: Դա աշխարհում առաջին գյուղատնտեսությունն էր, որ հիմնված էր բարձր տեխնոլոգիաների աշխատանքի վրա:

Ի զարմանս ինձ՝ պարզվեց, որ գյուղատնտեսությունը կարող է գործել՝ հիմնված չլինելով հողի բերրիության, այլ բարձր տեխնոլոգիաների վրա: Մենք այսօր ունենք բավականին ջուր: Ջուրը սովորաբար գտնում են, այն չեն հայթայթում: Իսկ մենք սկսեցինք հայթայթել այն:

Եվ դա հաջողվեց մեզ: Մենք սկսեցինք աղագերծել ջուրը, հայտնաբերել բանջարեղեն, որն այնքան էլ ջուր չի պահանջում: Ահա մի իսկական գաղտնիք ասեմ. ապագայի համար կարևոր չէ, թե ինչ եք դուք գտնում, կարևորը, թե ինչ եք արտադրում:

Մենք չունեինք ո՛չ մարդ, ո՛չ զինամթերք, մենք երբեք չէինք պատերազմել, ունեինք ընդամենը 450 հազար մարդ, չունեինք հրամանատարներ, չունեինք ռազմական փորձ: ՄԱԿ-ը որոշեց ստեղծել Իսրայել պետությունը, բայց փաստացիորեն պատերազմ էր ընթանում: Ի՞նչ կարող էինք անել՝ երկու բան:

Առաջին՝ մարդիկ պետք է դառնային խիզախ ու քաջաբերի: Նրանք պետք է հասկանային, որ մենք չունենք ընտրու-

թյուն, մենք պետք է միայն հաղթենք: Եթե գոնե մեկ անգամ պարտվենք, վերջ:

Երկրորդ՝ քանզի մենք չունեինք զենք, պետք է սկսեինք այն արտադրել:

Ինձ երբեմն հարցնում են, թե եթե հետ նայենք, որո՞նք են մեր ամենամեծ սխալները: Ես կպատասխանեմ. մենք կարծում էինք, որ մեծ երազանքներ ունենք: Իսկ հիմա մենք հասկանում ենք, որ դրանք այնքան էլ մեծ չէին: Երազեք մեծի մասին: Որքան մեծ լինի ձեր երազանքը, այնքան մեծ բաների դուք կհասնեք:

Ինչո՞ւ եմ սա ձեզ պատմում: Մինչ օրս ես երիտասարդ տղաներին ու աղջիկներին ասում եմ. «Ընկերներ, դուք շատ ավելին ունեք, քան կարծում եք: Մի՛ եղեք ծույլ: Դուք ավելին ունեք, քան երկիրը կարող է առաջարկել ձեզ: Դուք կարող եք արտադրել բաներ, որոնք տրված չեն ձեզ: Սա դաս է բոլորի համար»:

Բոլոր մարդիկ մեծ ներուժ ունեն: Բայց բոլորը մի փոքր ծույլ են: Եթե ցանկանում եք հասնել ինչ-որ բանի, պետք է աշխատեք: Ոչինչ երկնքից չի ընկնում: Մենք Իսրայելում շատ ենք աշխատում: Ի՞նչ վատ բան կա դրանում: Ես արդեն 90 տարեկան եմ և երբեք արձակուրդ չեմ վերցրել:

Ինձ ասում են. «Դու, ի՞նչ է, շեղվե՞լ ես: Ինչպե՞ս ես հանգստանում»: Ես նախընտրում եմ աշխատել: Աշխատանքից ես հաճույք եմ ստանում: Մի՛ եղեք վատատեսներ. դա նույնպես ժամանակի դատարկ վատնում է, հատկապես երբ ժամանակները փոխվում են:

Պետք է գնալ գիտության ետևից: Գիտությունը սահմաններ, սահմանափակումներ չունի: Մի՛ փորձեք լուծել անցյալի հարցերը. ես չգիտեմ, թե արդյոք դա հնարավո՞ր է: Անցյալը ընդհանրապես ոչ մի դեր չի կատարում: Պարզա-

պես ուսումնասիրեք այն, որ կարողանաք չկրկնել հին սխալները: Անցյալում չկա ո՛չ ապագա, ո՛չ հույս:

Մարդկանց մեծամասնությունը նախընտրում է հիշել, ոչ թե պատկերացնել, և սա ամենամեծ սխալն է: Ի՞նչ եք ցանկանում հիշել: Բոլոր սխալները, որոնք կատարվել են: Պատմությանը չի կարելի ապավինել: Պատմաբանները թագավորների ազդարարներն էին և նրանց, ովքեր իշխանության գլուխն էին. նրանք ասում էին այն, ինչ պետք էր:

Մարդիկ վախենում են ինչ-որ բանից, սակայն միայն Աստված գիտի, թե ինչ կլինի վաղը մեզ հետ:

Մեր երիտասարդ սերունդը հիասթափ է: Բայց ինձ մի բան է զայրացնում՝ նրանք բոլորը ասում են քաղաքագետներին: Նրանք ասում են՝ իբր քաղաքականությունը կաշառված է, այն նրանց համար չէ: Ես պատասխանում եմ. եթե դուք ազնիվ եք և ուզում եք ազնիվ քաղաքականություն, գնացեք և ստեղծեք ազնիվ քաղաքականություն:

Սրանք են բոլոր դասերը, որոնք առել են անցյալից:

Մարդիկ նաև հարցնում են ինձ, թե ինչպես մնալ գործունյա, ակտիվ: Դա շատ հեշտ է: Մտքում հաշվեք ձեր ձեռքբերումներն ու երազանքները: Եթե ձեր երազանքները ավելի շատ են, քան ձեռքբերումները, նշանակում է՝ դուք դեռևս երիտասարդ եք: Եթե հակառակն է, դուք ծեր եք»:

Ex. 7 Answer the following questions.

1. What feelings did Shimon Peres's speech arouse in you?
2. In your opinion, what are the three most important factors that foster the development of a country?
3. What similarities do our nations share?

Ex. 8 Make an inaugural address as the newly elected prime minister of Armenia.

➤ **Write an essay on the following topic: “Patriotism”.**

Grammar Appendix

Քերականական հավելված

Գոյականների դասակարգումը: Անգլերենում, ինչպես հայերենում, գոյականները բաժանվում են *հայրուկ* (John, Ann) և *հասարակ* (pencil, book) անունների: Հասարակ անուններն իրենց հերթին բաժանվում են *հաշվելի* և *անհաշվելի* գոյականների: Հաշվելի գոյականներ են այն առարկաների անունները, որոնք կարելի է հաշվել (two pens, six students): Անհաշվելի գոյականներ են նյութերի անունները և վերացական գոյականները (paint, wood, anger, love):

Հաշվելի գոյականների հոգնակի թիվը: Անգլերենում հաշվելի գոյականների մեծ մասի հոգնակի թիվը կազմվում է –s վերջավորությամբ, իսկ s, ss, ch, sh, x, o, z տառերով և տառակապակցություններով վերջացող հիմքերի դեպքում՝ –es վերջավորությամբ:

Եթե գոյականի հիմքը վերջանում է y տառով, որին նախորդում է բաղաձայն, ապա նախքան –es վերջավորությունն ավելացնելը y տառը փոխարինվում է i-ով: Օրինակ՝ country – countries, city – cities: Եթե y-ին նախորդում է ձայնավոր, ապա հոգնակի թիվը կազմվում է –s վերջավորությամբ՝ boy- boys, way-ways:

Այն գոյականները, որոնց հիմքը վերջանում է f կամ fe տառերով, հոգնակին կազմում են նախքան –es վերջավորությունն ավելացնելը f տառը v-ով փոխարինելով՝ wife – wives, leaf – leaves:

Մի խումբ գոյականների հոգնակին կազմվում է բառարմատի ձայնավորի փոփոխությամբ. man – men, woman – women, tooth- teeth, goose – geese, foot – feet, mouse – mice, child – children, ox – oxen, louse – lice:

Հոլով Case

Ժամանակակից անգլերենում գոյականն ունի 2 հոլով՝ **ընդհանուր (the common case) և ստացական (the possessive case):**

Ընդհանուր հոլով (the common case)	ընդհանուր հոլովով դրված գոյականը չունի առանձին հոլովական վերջավորություն: Օրինակ՝ The teacher greeted the pupils.
Ստացական (the possessive case)	ստացական հոլովի վերջավորությունն է – 's-ը: Օրինակ՝ the girl's gloves, the boy's bag Հոգնակի ստացականը կազմելիս ավելացվում է միայն ապաքարց, օրինակ՝ the teachers' questions, the boys' answers. Պատկանելություն կարող է արտահայտել նաև <i>of</i> + <i>գոյականի ընդհանուր հոլով</i> կապակցությունը, օրինակ՝ the man's hat = the hat of the man
	Men, women, children հոգնակի ձևերի ստացական հոլովը կազմելու համար ավելացվում է –'s ճիշտ այնպես, ինչպես եզակի ձևի դեպքում. the men's cars, the women's bags, the children's toys.

Հոդ: Անգլերենն ունի երկու հոդ՝ անորոշ և որոշիչ:

Անորոշ հոդ: Անորոշ հոդն ունի երկու տարբերակ՝ **a** և **an**: Բաղաձայնով սկսվող բառերից առաջ օգտագործում ենք **a** (a book), իսկ ձայնավորով սկսվող բառերից առաջ՝ **an** (an apple): Անորոշ հոդը օգտագործվում է եզակի թվով դրված հաշվելի գոյականների հետ՝ առանց մասնավորապես նշելու այս կամ այն անհայտ առարկան: Իր իմաստով համապատասխանում է հայերենի **մի** անորոշ դերանվանը, օրինակ՝ It is a pencil:

Անհաշվելի գոյականների և հատուկ անունների հետ անորոշ հոդը սովորաբար չի գործածվում, օրինակ՝ It is water. It is Jane.

Որոշիչ հոդ: **The** Որոշիչ հոդը գործածվում է հաշվելի և անհաշվելի գոյականների հետ այն դեպքում, երբ նշված առարկան առանձնացվում է նման առարկաների խմբից և հայտնի է թե՛ խոսողին, թե՛ լսողին: Օրինակ՝ Please, open the window.

Անորոշ հոդ **Indefinite article**

Կիրառումը	Օրինակ
Երբ տվյալ գոյականի մասին նշվում է առաջին անգամ	A boy is standing at the window.
Երբ տվյալ գոյականը դիտվում է որպես մեկը իր նման շատերից	My elder brother lives in a big city.
Rather, quite, such, what բառերից հետո և there + be կա-	She was such a good student.

նույցից հետո, եթե այն դրվում է հաշվելի գոյականից առաջ:	
Once a day (week, month, year), in a minute, not a word բառակապակցություններում, երբ անորոշ հոդը իր իմաստով համընկնում է one (մեկ) թվականին	I'll come back in a minute.
Հետևյալ բառակապակցություններում	a great deal of, a lot of, a piece of, a great number of

Որոշյալ հոդ
Definite article

Կիրառումը	Օրինակ
Երբ խոսողն ուզում է առանձնացնել որևէ առարկա, անձ կամ երևույթ իր նման շատերից	The bench was under a big oak tree.
Այն գոյականների հետ, որոնք միակն են իրենց ծագումով	the sun, the moon, the sky, the earth
Գերադրական աստիճանում դրված գոյականների հետ	The longest night is in December.
Գետերի, ծովերի, օվկիանոսների և այլ աշխարհագրական անունների հետ	The Black Sea, the Alps, the Thames, the Atlantic Ocean, the Sahara
Լճերի անունների հետ	The Sevan, քայք Lake Sevan

Հատուկ անունների հետ, որոնք ցույց են տալիս մեկ ընտանիքի բոլոր անդամներին	The Smiths, the Johnsons
Աշխարհի չորս կողմերի անունների հետ	The North, the South, the East, the West
Նավերի, հյուրանոցների, թանգարանների, պատկերասրահների, ակումբների անունների հետ	The Queen Mary, the British Museum, the National Gallery, the Hilton Hotel, the National Tennis Club
Որոշ երկրների, տեղանքի անունների հետ	The Unites States of America, the United Kingdom, the Netherlands

Գոյականեր, որոնք հոդ չեն ստանում
Zero article

Անհաշվելի գոյականներ	I like cheese and milk.
Հոգնակի թվով դրված գոյականներ	There are trees in the garden.
Լեզուների անվանումներ	English, French, բայց the English language, the French language
Երկրների, երկրամասերի, քաղաքների անուններ	London, France, Armenia, America, բայց the United Kingdom
Հատուկ անուններ	I spoke with Jane.

Փողոցների, հրապարակների, օդանավակայանների, կայարանների, համալսարանների անուններ	Green Road, Trafalgar Square, Cambridge University, London Airport, բայց the University of London
Հիվանդությունների անուններ	He is suffering from cancer.

Գերանուններ Pronouns

Անձնական դերանուններ	<p>I ես you դու he նա (արական սեռի անձ) she նա (իգական սեռի անձ) it դա (անշունչ առարկա) we մենք you դուք they նրանք</p>
<p>Անձնական դերանուններն ունեն երկու հոլով՝ ուղղական և օբյեկտային</p>	<p><i>ուղղական հոլով</i> <p>I ես you դու he նա (արական սեռի անձ) she նա (իգական սեռի անձ) it դա (անշունչ առարկա) we մենք you դուք they նրանք</p> </p>

	<p>օրյեկտային հոլով</p> <p>me ինձ you քեզ him նրան her նրան it դա us մեզ you ձեզ them նրանց</p>
<p>Ստացական դերանուններ Ստացական դերանուններն ունեն երկու ձև:</p>	<p>1-ին ձև 2-րդ ձև my իմ, mine իմը your քո, yours քոնը his նրա, his նրանը her նրա, hers նրանը its դրա, its դրանը our մեր, ours մերը your ձեր, yours ձերը their նրանց, theirs նրանցը</p> <p>Օրինակ՝ my book. This book is mine.</p>
<p>Ցուցական դերանուններ</p>	<p>This, that, such, same. This և that դերանուններն ունեն իրենց հոգնակի ձևերը. this-these Օրինակ՝ This is a book. These are books. that - those Օրինակ՝ That is a student.</p>

	<p>Those are students.</p> <p>Such – այսպիսի, այնպիսի այդպիսի</p> <p>Օրինակ` I've never heard such a thing.</p> <p>Same – նույն, միևնույն</p> <p>Օրինակ` We have lived in the same house.</p>
Անդրադարձ դերանուններ	<p>myself ես ինքս</p> <p>yourself դու ինքդ</p> <p>himself նա ինքը</p> <p>herself նա ինքը</p> <p>itself դա ինքը</p> <p>ourselves մենք ինքներս</p> <p>yourselves դուք ինքներդ</p> <p>themselves նրանք իրենք</p>
Փոխադարձ դերանուններ	<p>each other, one another - իրար, միմյանց, մեկմեկու</p>
Հարցական դերանուններ	<p>who(whom), whose, what, which, how much, how many</p>
Անորոշ դերանուններ	<p>some, any, somebody, anybody, someone, anyone, something, anything, one</p> <p>Some դերանունը և նրանից ածանցված somebody, something, someone դերանունները օգտագործվում են հաստատական նախադասություններում</p>

	<p>րում, մինչդեռ any դերանունը և նրանից ածանցված anybody, anyone anything դերանունները՝ հարցական և ժխտական նախադասություններում:</p>
Որոշյալ դերանուններ	<p>all, each, every, everybody, everyone, everything, either, both, other, another</p>
Ժխտական դերանուններ	<p>no, nobody, no one, none, nothing, neither</p>

**Բայ
Verb**

**Ներկա, անցյալ, ապառնի անորոշ ժամանակաձևեր
Present, Past and Future Indefinite/Simple Tenses**

Tense	Examples	Meaning
Present Indefinite/Simple	We go to work by car. She gets up at 8 o'clock.	Present Indefinite ժամանակաձևը ցույց է տալիս գործողություններ, որոնք կանոնավոր կերպով կատարվում են կամ բնորոշում են գործողություն կատարողին ներկա ժամանակում: Ներկա ժամանակը նշվում է հետևյալ մակբայներով՝ <i>often, usually, always, sometimes, seldom</i> և այլն:
Past Indefinite/Simple	They watched TV yesterday. She accepted the invitation.	Past Indefinite ժամանակը ցույց է տալիս վիճակ կամ գործողություն, որը տեղի է ունեցել անցյալում: Անցյալ ժամանակը նշվում է հետևյալ մակբայներով և պարագայական կապակցություններով՝ <i>yesterday, ago, the other day, last week (month, year)</i> .

Future Indefinite	We shall/will invite them to dinner. He will give me his telephone number.	Future Indefinite ժամանակաձևը ցույց է տալիս ապառնի գործողություն: Կատարման ժամանակը կարող է նշվել հետևյալ մակբայներով՝ <i>tomorrow, next week (month, year), in three days</i> և այլն:
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Ներկա անորոշ ժամանակաձև
Present Indefinite/Simple Tense

Affirmative	Negative	Interrogative
I work	I do not (don't) work	Do I work?
You work	You do not work	Do you work?
He (she, it) works	He (she, it) does not (doesn't) work	Does he (she, it) work?
We work	We do not work	Do we work?
You work	You do not work	Do you work?
They work	They do not work	Do they work?

Present Indefinite ժամանակաձևի հաստատական ձևը կազմվում է ինֆինիտիվի (անորոշ դերբայի) հիմքից առանց որևէ վերջավորության՝ բացի եզակի 3-րդ դեմքից, որը ստանում է **-s (-es)** վերջավորությունը:

Այն բայերը, որոնք ունեն **-ss, -tch, -ch, -sh, -x -o** վերջավորությունները, եզակի 3-րդ դեմքում ստանում են **-es** վերջավորությունը: Օրինակ՝ he *watches (goes, dresses)*:

Անցյալ անորոշ ժամանակաձև
Past Indefinite/Simple Tense

Affirmative	Negative	Interrogative
I translated	I did not (didn't) translate	Did I translate?
You translated	You did not translate	Did you translate?
He (she, it) translated	He (she, it) did not translate	Did he (she, it) translate?
We translated	We did not translate	Did we translate?
You translated	You did not translate	Did you translate?
They translated	They did not translate	Did they translate?

Անգլերենում բայերը, ըստ Past Indefinite-ի և II դերբայի (Participle II) կազմության, բաժանվում են կանոնավոր և անկանոն բայերի: Կանոնավոր բայերի 2-րդ (Past Indefinite) և 3-րդ (Participle II) ձևերը կազմվում են բայերի հիմքին ավելացնելով **-ed** վերջավորությունը:

Ապառնի անորոշ ժամանակաձև
Future Indefinite/Simple Tense

Affirmative	Negative	Interrogative
I shall/will go	I shall not (shan't)/will not (won't) go	Shall I go?
You will go	You will not (won't) go	Will you go?
He (she, it) will go	He (she, it) will not	Will he (she, it)
We shall/will go	We shall not/will not go	go? Shall we go?
You will go	You will not go	Will you go?
They will go	They will not go	Will they go?

Future Indefinite ժամանակաձևը չի օգտագործվում ժամանակի և պայմանի երկրորդական նախադասություններում: Դրա փոխարեն գործածվում է Present Indefinite ժամանակաձևը: Օրինակ՝ I shall tell him the truth if I see him.

Ներկա, անցյալ, ապառնի շարունակական
Present, Past, Future Continuous/Progressive

Tense	Examples	Meaning
Present Continuous	<p>I am going to work now.</p> <p>He is having breakfast at this moment.</p> <p>They are going to the party tonight.</p>	<p>Present Continuous ժամանակաձևը ցույց է տալիս խոսելու պահին կամ ներկայի ավելի մեծ ժամանակամիջոցում ընթացքի մեջ գտնվող գործողություն: Present Continuous ժամանակաձևը նշվում է հետևյալ մակբայներով և պարագայական կապակցություններով՝ <i>now, at the present moment, at this moment, at present</i> և այլն: Present Continuous ժամանակաձևը արտահայտում է նաև մոտ ապագայում կատարվելիք գործողություն (հատկապես հետևյալ բայերից հետո՝ to go, to arrive, to come, to leave):</p>
Past Continuous	<p>He was writing a letter at 6 o'clock.</p> <p>I was working when you rang me up.</p>	<p>Past Continuous ժամանակաձևը ցույց է տալիս մի գործողություն, որն ընթացքի մեջ է եղել անցյալի որոշակի պահի:</p>

Future Continuous	<p>He will be working at the laboratory at 9 o'clock.</p> <p>When you come I shall be translating my report.</p>	<p>Future Continuous Ժամանակաձևը ցույց է տալիս գործողություն, որն ընթացքի մեջ է լինելու ապագայի որոշակի պահի:</p>
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**Ներկա շարունակական
Present Continuous/Progressive**

Affirmative	Negative	Interrogative
I am studying	I am not studying	Am I studying ?
You are studying	You are not studying	Are you studying ?
He (she, it) is studying	He (she, it) is not (isn't) studying	Is he (she, it) studying?
We are studying	We are not studying	Are we studying?
You are studying	You are not studying	Are you studying?
They are studying	They are not studying	Are they studying?

**Անցյալ շարունակական
Past Continuous/Progressive**

Affirmative	Negative	Interrogative
I was reading	I was not (wasn't) reading	Was I reading?
You were reading	You were not (weren't) reading	Were you reading?
He (she, it) was reading	He (she, it) was not reading	Was he (she, it) reading?
We were reading	We were not reading	Were we reading?
You were reading	You were not reading	Were you reading?
They were reading	They were not reading	Were they reading?

**Ապառնի շարունակական
Future Continuous/Progressive**

Affirmative	Negative	Interrogative
I shall/will be asking	I shall/will not be asking	Shall I be asking?
You will be asking	You will not be asking	Will you be asking?
He (she, it) will be asking	He (she, it) will not be asking	Will he (she, it) be asking?
We shall/will be asking	We shall/will not be asking	Shall we be asking?
You will be asking	You will not be asking	Will you be asking?
They will be asking	They will not be asking	Will they be asking?

Ներկա, անցյալ, ապառնի վաղակառար
Present, Past, Future Perfect

Tense	Examples	Meaning
Present Perfect	<p>They have moved into a new apartment.</p> <p>I have never seen snow.</p> <p>I have been here <i>since</i> seven o'clock.</p> <p>I have known him <i>for</i> many years.</p>	<p>Present Perfect ժամանակաձևը ցույց է տալիս ներկա ժամանակակետից առաջ ավարտված գործողություն, որը, սակայն, իր հետևանքով կապված է ներկայի հետ:</p> <p>Present Perfect-ը կարող է ցույց տալ գործողություն, որն սկսվել է անցյալում և շարունակվում է մինչև ներկա ժամանակակետը: Այս դեպքում նշվում է գործողության սկզբնակետը (<i>since</i>) կամ ընթացքի մեջ լինելու ամբողջ ժամանակամիջոցը (<i>for</i>):</p> <p>Present Perfect-ը գործածվում է հետևյալ մակբայների հետ՝ <i>already, just, yet, recently, ever, never</i>:</p>

Past Perfect	When I arrived they had already left for London. She said that they had forgotten to lock the door.	Past Perfect ժամանակաձևը ցույց է տալիս անցյալ ժամանակակետից առաջ կատարված գործողություն:
Future Perfect	I will have done the revision by the time you come. He will have finished his report by Monday.	Future Perfect ժամանակաձևը ցույց է տալիս ապառնի ժամանակակետից առաջ ավարտված գործողություն:

**Ներկա վաղակատար
Present Perfect**

Affirmative	Negative	Interrogative
I have worked	I have not (haven't) worked	Have I worked?
You have worked	You have not worked	Have you worked?
He (she, it) has worked	He (she, it) has not (hasn't) worked	Has he (she, it) worked?
We have worked	We have not worked	Have we worked?
You have worked	You have not worked	Have you worked?
They have worked	They have not worked	Have they worked?

Անցյալ վաղակառար Past Perfect

Affirmative	Negative	Interrogative
I had visited	I had not (hadn't) visited	Had I visited?
You had visited	You had not visited	Had you visited?
He (she, it) had visited	He (she, it) had not visited	Had he (she, it) visited?
We had visited	We had not visited	Had we visited?
You had visited	You had not visited	Had you visited?
They had visited	They had not visited	Had they visited?

Ապառնի վաղակառար Future Perfect

Affirmative	Negative	Interrogative
I shall/will have translated	I shall/will not have translated	Shall I have translated?
You will have translated	You will not have translated	Will you have translated?
He (she, it) will have translated	He (she, it) will not have translated	Will he (she, it) have translated?
We shall/will have translated	We shall/will not have translated	Shall we have translated?
You will have translated	You will not have translated	Will you have translated?
They will have translated	They will not have translated	Will they have translated?

**Ներկա, անցյալ, ապառնի վաղակատար շարունակական
Present, Past, Future Perfect Continuous/Progressive**

Tense	Examples	Meaning
Present Perfect Continuous/Progressive	<p>I have been sitting here since seven o'clock.</p> <p>It has been raining all day.</p>	<p>Present Perfect Continuous/Progressive</p> <p>Ժամանակաձևը ցույց է տալիս մի գործողություն, որն սկսվել է անցյալում, շարունակվել է մինչև ներկա ժամանակակետը և դեռևս ընթացքի մեջ է: Գործողության սկզբնակետը նշվում է <i>since</i> նախդիրի օգնությամբ, իսկ ընթացքի մեջ լինելու ամբողջ ժամանակամիջոցը՝ <i>for</i> նախդիրով:</p>
Past Perfect Continuous/Progressive	<p>I had been waiting for him since four-thirty. Her eyes were red because she had been crying.</p>	<p>Past Perfect Continuous/Progressive</p> <p>Ժամանակաձևը ցույց է տալիս մի գործողություն, որն սկսվել է անցյալի որոշակի ժամանակակետից առաջ և շարունակվել է մինչև այդ ժամանակակետը:</p>
Future Perfect Continuous/Progressive	<p>When he retires next month, he will have been</p>	<p>Future Perfect Continuous/Progressive</p> <p>Ժամանակաձևը ցույց է</p>

	teaching for 45 years. I shall have been studying in my room for three hours when you come.	տալիս գործողություն, որն սկսվելու է ապառնի որոշակի ժամանակակետից առաջ, շարունակվելու է մինչև այդ ժամանակակետը և ընդգրկելու է այդ ժամանակակետը:
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**Ներկա վաղակատար շարունակական
Present Perfect Continuous/Progressive**

Affirmative	Negative	Interrogative
I have been writing	I have not been writing	Have I been writing?
You have been writing	You have not been writing	Have you been writing?
He (she, it) has been writing	He (she, it) has not been writing	Has he (she, it) been writing?
We have been writing	We have not been writing	Have we been writing?
You have been writing	You have not been writing	Have you been writing?
They have been writing	They have not been writing	Have they been writing?

**Անցյալ վաղակատար շարունակական
Past Perfect Continuous/Progressive**

Affirmative	Negative	Interrogative
I had been reading	I had not been reading	Had I been reading?
You had been reading	You had not been reading	Had you been reading?
He (she, it) had been reading	He (she, it) had not been reading	Had he (she, it) been reading?
We had been reading	We had not been reading	Had we been reading?
You had been reading	You had not been reading	Had you been reading?
They had been reading	They had not been reading	Had they been reading?

**Ապառնի վաղակառար շարունակական
Future Perfect Continuous/Progressive**

Affirmative	Negative	Interrogative
I shall/will have been working	I shall/will not have been working	Shall I have been working?
You will have been working	You will not have been working	Will you have been working?
He (she, it) will have been working	He (she, it) will not have been working	Will he (she, it) have been working?
We shall/will have been working	We shall/will not have been working	Shall we have been working?
You will have been working	You will not have been working	Will you have been working?
They will have been working	They will not have been working	Will they have been working?

Մոդալ բայեր
Modal Verbs

Modal Verbs	Examples	Meaning
can, may, must, need	He can play chess. You may go out. He must work hard.	Մոդալ (եղանակավորող) բայերը ցույց են տալիս խոստովի վերաբերմունքը գործողության նկատմամբ: Ըստ թվի և դեմքի՝ նրանք փոփոխության չեն ենթարկվում:
can (ներկա) could (անցյալ) to be able to	My sister can (could) help me. You can take the book. You cannot smoke here. He will be able to take an exam in a few weeks.	Can բայն արտահայտում է ֆիզիկական կամ մտավոր կարողություն, հանգամանքներից կամ իրավունքից բխող հնարավորություն, անհավանականություն, կասկած, զարմանք: To be able to արտահայտությունը, ունենալով միևնույն իմաստը, գործածվում է can բայի պակաս ձևերի փոխարեն:

may (ներկա) might (անցյալ) to be allowed to	May I come in? He may leave for London tomorrow. He will be allowed to express his idea freely.	May բայը ցույց է տալիս թույլտվություն, ենթադրություն: May բայի պակաս ձևերի փոխարեն գործածվում է միևնույն իմաստ ունեցող to be allowed to արտահայտությունը:
must (ներկա) had to (անցյալ) shall/will have to (ապագանի)	You must come in time. He must take an entrance exam. He had to accept the invitation. They will have to talk about their meeting date tomorrow.	Must բայը ցույց է տալիս անհրաժեշտություն, պարտավորություն, հրաման, համոզվածություն: Must մոդալ բային անցյալ ժամանակում փոխարինում է to have to բայի անցյալ ժամանակաձևը՝ <i>had to</i> , իսկ ապագանիում՝ <i>shall/will have to</i> ձևը:
need	You needn't go there. Need anybody bring the paper?	Need բայը ցույց է տալիս անհրաժեշտության բացակայություն և գործածվում է հարցական և ժխտական նախադասություններում: Need բայն ունի միայն մեկ ձև (ներկա):

to be to	<p>Jack is to be there at 2 sharp.</p> <p>The trip was to start in a few days.</p>	To be to մոդալ բայն արտահայտում է փոխադարձ համաձայնությունից բխող անհրաժեշտություն, հնարավորություն, պայմանավորվածություն: Գործածվում է ներկա և անցյալ ժամանակներում:
ought to	<p>Children ought to be able to read by the age of 7.</p>	Ought to մոդալ բայն արտահայտում է պարտավորություն, պարտականություն, ցանկալիություն: Ունի մեկ ձև, որը վերաբերում է ներկային և ապառնիին:
dare (ներկա) dared (անցյալ)	<p>I dare say you know about it already.</p> <p>No one dared to speak in a loud voice.</p>	Dare մոդալ բայը գործածվում է արտահայտելու համարձակություն կամ հանդգնություն: Այն նախադասության մեջ կարող է գործածվել և՛ որպես պակասավոր բայ, և՛ որպես կանոնավոր բայ:
used to (անցյալ)	<p>We used to go sailing on the lake in summer.</p>	Used to եղանակավորող բայը ցույց է տալիս գործունեության որոշակի կարգ անցյալում: Հարցական և ժխտական

	I didn't use to like him much when we were at school.	ձևերն ունեն կազմության երկու ձև. <i>did he use to? used he to? he didn't use to, he used not to.</i>
have to	First, you have to think logically about your fears. I have to admit, the idea of marriage scares me.	To have to բայը արտահայտում է հանգամանքներից բխող պարտականություն կամ անհրաժեշտություն: Ի տարբերություն մյուս մոդալ բայերի՝ <i>have to</i> բայը ունի դիմավոր և անդեմ ձևեր՝ <i>have to, has to, had to, shall/will have to.</i>
should	They shouldn't miss the opportunity. He should be there by now.	Should բայն արտահայտում է խորհուրդ, ցանկալիություն, ենթադրություն: Should եղանակավորող բայն ունի միայն մեկ ձև, որը վերաբերում է ներկային, անցյալին և ապառնիին:

Մոդալ (եղանակավորող) բայերը համարվում են պակասավոր բայեր, որովհետև նրանք

- չեն փոխվում ըստ թվի և դեմքի (ներկա ժամանակում եզակի երրորդ դեմքում չունեն –s վերջավորությունը)
- հարցական և ժխտական ձևերը կազմում են առանց օժանդակ ***to do*** բայի: Ժխտականի կազմության ժա-

մանակ **not** մասնիկը դրվում է մոդալ բայից հետո, իսկ հարցական ձևում մոդալ բայը դրվում է եղանակավորող բայից հետո:

Օրինակ՝ He **cannot speak** French. **Can** he **speak** French?

- **Need** բայը իր իմաստով կարող է լինել կանոնավոր բայ և կազմել իր հարցական և ժխտական ձևերը **to do** օժանդակ բայի միջոցով:

Կրավորական սեռ The Passive Voice

Անգլերենում բայն ունի 2 սեռ՝ **the Active Voice**, որը համապատասխանում է հայերենի ներգործական և չեզոք սեռերին, և **the Passive Voice**, որը համապատասխանում է հայերենի կրավորական սեռին: Կրավորական սեռը ցույց է տալիս այնպիսի գործողություն, որը մեկ ուրիշ առարկայից իր վրա է կրում նախադասության ենթակայի կողմից նշվող անձը կամ առարկան:

Անգլերենի բայի կրավորական սեռը կազմվում է to be օժանդակ բայի համապատասխան ժամանակային ձևերի և լիիմաստ բայի II դերբայի հարադրությամբ:		
Indefinite	Present	New houses are built every year.
	Past	Our house was built in 1990.
	Future	Our house will be built next year.

Perfect	Present	The work has already been done .
	Past	The work had been done before they came.
	Future	The work will have been done by tomorrow.
Continuous	Present	The text is being translated now.
	Past	The text was being translated when I visited the office.

ACTIVE	PASSIVE
Simple Present Helen <i>helps</i> John.	John <i>is helped</i> by Helen.
Present Progressive Helen <i>is helping</i> John.	John <i>is being helped</i> by Helen.
Present Perfect Helen <i>has helped</i> John.	John <i>has been helped</i> by Helen.
Simple Past Helen <i>helped</i> John.	John <i>was helped</i> by Helen.
Past Progressive Helen <i>was helping</i> John.	John <i>was being helped</i> by Helen.
Past Perfect Helen <i>had helped</i> John.	John <i>had been helped</i> by Helen.
Simple Future Helen <i>will help</i> John.	John <i>will be helped</i> by Helen.
to be going to Helen <i>is going to help</i> John.	John <i>is going to be helped</i> by Helen.
Future Perfect Helen <i>will have helped</i> John.	John <i>will have been helped</i> by Helen

Մոդալ բայերի կրավորական սեռը The Passive Form of Modal verbs

Մոդալ բայերի կրավորական սեռը կազմվում է modal verb +be +past participle (լիիմաստ բայի II դերբայի հարադրություն) կաղապարով
<p>Meat <i>must be kept</i> in the refrigerator.</p> <p>The entire valley <i>can be seen</i> from their mountain home.</p> <p><i>May I be excused</i> from class?</p> <p>This letter <i>ought to be sent</i> before June.</p> <p>These books <i>have to be returned</i> to the library by tomorrow.</p>

Թվական անուն The Numeral

Թվականները լինում են **քանակական (cardinal)** և **դասական (ordinal)**.

քանակական (cardinal)	1-one, 2-two, 3-three, 4-four, 5-five, 6-six, 7-seven, 8-eight, 9-nine, 10-ten, 11-eleven, 12-twelve: 13-19 քվականները կազմվում են teen վերջածանցով՝ 13-thirteen, 14-fourteen, 15-fifteen, 16-sixteen, 17-seventeen, 18-eighteen, 19-nineteen: Տասնավորները կազմվում են ty վերջավորությամբ՝ 20-twenty, 30-thirty, 40-forty, 50-fifty, 60-sixty, 70-seventy, 80-eighty, 90-ninety: 100-a (one) hundred, 1000-a (one) thousand, 1000000- a (one) million 1978-nineteen seventy-eight 2016- two thousand sixteen
1-12 քվականները սարգ են, ածանցավոր են thirteen, twenty, sixteenth քվականները, բաղադրյալ են twenty-five, sixty-nine, two hundred and three քվականները:	

Տարեթվերը սովորաբար նշվում են առանց տարի (year) բառի.	
դասական (ordinal)	1 st -first, 2 nd -second, 3 rd -third, 4 th -fourth, 5 th - fifth, 6 th -sixth, 7 th -seventh, 8 th -eighth, 9 th - ninth, 10 th -tenth, 11 th - eleventh, 12 th -twelfth, 20 th - twentieth, 30 th - thirtieth
Դասական թվականները, բացառությամբ առաջին երեքի, կազմ- վում են քանա- կան թվա- կաններից բա- ռի հիմքին -th վերջածանցն ավելացնելով:	one-first, two-second, three-third
Բաղադրյալ թվականների դասականը կազմելիս փոխվում է միայն վերջին բաղադրիչը:	twenty-second, thirty-fourth, forty-fifth

Ածական անուն
The Adjective

The Adjective	Examples	Meaning
	<p>big, nice, useful</p> <p>big-bigger-biggest</p> <p>nice-nicer-nicest</p> <p>happy-happier-happiest</p> <p>clever-cleverer-cleverest</p> <p>beautiful- more beautiful- most beautiful</p> <p>interesting- more interesting-most interesting</p>	<p>Առարկայի որպիսություն կամ վերաբերություն ցույց տվող բառերը կոչվում են ածական: Ածականները լինում են որակական և հարաբերական:</p> <p>Որակական ածականներն ունեն համեմատության երկու աստիճան՝ համեմատական և գերադրական: Դրանք կազմվում են երկու կերպ:</p> <p>Միավանկ և որոշ երկվանկ ածականներ (որոնք վերջանում են y տառով կամ ow, er տառակապակցություններով) համեմատական աստիճանը կազմվում է բառի հիմքին -er, իսկ գերադրական աստիճանը՝ -est վերջավորությունն ավելացնելով:</p> <p>Բազմավանկ և մի շարք երկվանկ ածականներ իրենց համեմատական և գերադրական աստիճանները կազմում են more (ավելի) և most (ամենից) բառերի օգնու-</p>

<p>good-better-best bad-worse-worst little-less-least many/much-more-most far-farther/further-farthest/furthest near-nearer-nearest/next late-later/latter-latest/last old-older/elder-oldest/eldest</p>	<p>թյամբ:</p> <p>Որոշ ածականների համեմատական և գերադրական ստիճանները կազմվում են անկանոն ձևով:</p>
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- far farther-farthest (տարածության իմաստով)
further-furthest (ժամանակի և տարածության իմաստներով)
- near nearer-nearest (տարածության վերաբերյալ)
next (ժամանակի վերաբերյալ)
- late later-latest (ժամանակի վերաբերյալ)
latter-last (հաջորդականության իմաստով)
- old older-oldest (ավելի մեծ (տարիքով), ամենամեծ)
elder- eldest (ավագ, ամենաավագ)

Մակբայ The Adverb

<p>The Adverb</p>	<p>happily, angrily, truly</p> <p>fast – faster - fastest</p> <p>soon – sooner - soonest</p> <p>firmly - more firmly - most firmly</p> <p>quickly - more quickly (quicker) - most quickly (quickest)</p> <p>well – better - best</p> <p>badly – worse - worst</p> <p>little – less - least</p> <p>much – more - most</p> <p>far-farther/further-farthest/furthest</p>	<p>Որոշ մակբայներ ունեն համեմատության աստիճաններ, որոնք կազմվում են ածականների համեմատության աստիճանների նման: Միավանկ մակբայների համեմատական աստիճանը կազմվում է -er, գերադրական աստիճանը՝ -est վերջավորությոններով:</p> <p>Երկվանկ և բազմավանկ մակբայների համեմատության աստիճանները կազմվում են more և most բառերի օգնությամբ:</p> <p>Որոշ մակբայներ համեմատության աստիճանները կազմում են անկանոն ձևով:</p>
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Որոշ մակբայներ չեն ստանում **ly** վերջավորությունը.

hard – harder – hardest

near – nearer – nearest

far – farther-farthest (տարածության իմաստով)

further – furthest (ժամանակի և տարածության իմաստներով)

soon – sooner – soonest

fast – faster – fastest

late – later – latest

Ստորև նշված մակբայները, որոնք վերջանում են **ly** վերջավորությամբ, ունեն տարբեր իմաստներ.

hardly – հազիվ

nearly – գրեթե

lately – վերջերս

Ժամանակների համաձայնեցում The Sequence of Tenses

Ժամանակների համաձայնեցումը անգլերենում բնորոշ է հիմնականում խնդիր երկրորդական նախադասություններին.

1. Եթե գլխավոր նախադասության բայ-ստորոգյալը դրված է ներկա ժամանակով, երկրորդական նախադասության բայ-ստորոգյալը կարող է դրվել իմաստով պահանջվող ցանկացած ժամանակով.

lives in America.

I know (that) he is living in America.

lived in America.

had lived in America.

2. ա) Եթե երկու նախադասությունների բայ-ստորոգյալների արտահայտած գործողությունները տեղի են ունենում միաժամանակ, երկրորդական նախադասության բայ-ստորոգյալը դրվում է Past Indefinite կամ Past Continuous ժամանակաձևով: Հայերենում երկրորդական նախադասության բայ-ստորոգյալը դրվում է ներկայով կամ անցյալով.

I thought he told the truth.

Ես կարծում էի, որ նա ճշմարտությունն է (էր) ասում:

բ) Եթե երկրորդական նախադասության բայ-ստորոգյալի արտահայտած գործողությունը նախորդում է գլխավոր նախադասության բայ-ստորոգյալի արտահայտած գործողությանը, երկրորդական նախադասության բայ-ստորոգյալը դրվում է Past Perfect կամ Past Perfect Continuous ժամանակաձևով և հայերեն թարգմանվում է վաղակատար ժամանակաձևով.

I thought he had passed his examinations.

Ես կարծում էի, որ նա հանձնել է (էր) քննությունները:

գ) Եթե երկրորդական նախադասության բայ-ստորոգյալն արտահայտում է ապառնի գործողություն, այն դրվում է Future-in-the-Past ժամանակաձևով, ինչի հետևանքով **shall** օժանդակ բայը փոխարինվում է **should** ձևով, **will** օժանդակ բայը՝ **would** ձևով.

I thought I should accept the proposal.

I thought they would accept the proposal.

Ժամանակների համաձայնեցման կանոնը չի կիրառվում, եթե խնդիր երկրորդական նախադասությունն արտահայտում է հանրահայտ ճշմարտություն.

The teacher said that a magnet attracts steel.

Ուսուցիչն ասաց, որ մագնիսը ձգում է պողպատը:

Ուղղակի և անուղղակի խոսք **Direct and Indirect speech**

Ուղղակի խոսքն անուղղակի խոսքի փոխակերպելիս անհրաժեշտ է կիրառել հետևյալ կանոնները.

1. Եթե ուղղակի խոսքը ներմուծող **to say** բային հաջորդում է խնդիր, անուղղակի խոսքում այդ բայը փոխարինվում է **to tell** բայով.

He says to me, "I cannot play tennis."

He tells me (that) he cannot play tennis.

2. Եթե ուղղակի խոսքը ներմուծող նախադասության բայ-ստորոգյալը դրված է Past Indefinite ժամանակաձևով, անուղղակի խոսքում կիրառվում է ժամանակների համաձայնեցման կանոնը.

She said, "I know them."

She said (that) she knew them.

They said to me, “We are staying at the hotel.”

They told me (that) they were staying at the hotel.

3. Մի շարք բառեր փոխվում են.

Ուղղակի խոսք	Անուղղակի խոսք
this	that
these	those
here	there
now	then
today	that day
yesterday	the day before
last night	the previous night
tomorrow	(the) next day
next	(the) next, the following
ago	before

Սակայն պետք է նշել, որ այդպիսի փոխակերպում միշտ չէ, որ կիրառվում է: Անուղղակի խոսքում հրամանը կամ խնդրանքն արտահայտվում է ինֆինիտիվով.

I said to him, “Attend your classes regularly”.

I told him to attend his classes regularly.

He said to us, “Don’t be late, please”.

He asked us not to be late.

Ուղղակի հարցն անուղղակի խոսքում դառնում է անուղղակի հարց, որն ունի ուղիղ շարադասություն՝ ենթակա + ստորոգյալ: Անուղղակի ընդհանուր հարցը կապակցվում է գլխավոր նախադասությանը **if** կամ **whether** շաղկապով.

I said to her, “Do you work on Saturday”.

I asked her if she worked on Saturday.

Անուղղակի մասնավոր հարցը կապակցվում է գլխավոր նախադասությանը այն դերանունով կամ մակբայով, որով սկսվում է ուղղակի հարցը.

I said to them, “What are you doing here?”

I asked them what they were doing there.

They asked him, “When will you come again?”

They asked him when he would come again.

Քերականական վարժություններ Grammar Exercises

Complete the sentences using the correct forms of the words in brackets.

Simple Tenses (Simple Present, Simple Past, Simple Future)

1. Many people around the world (to say) _____ representative democracy is a good way to run the country.
2. The Armenian head of state (to pay) _____ an official visit to Russia from September 7 to 13, it was announced in Armenia today.
3. The president of France (to meet) _____ with the government representatives during his five-day stay in Russia.
4. The Russian Prime Minister (to leave) _____ Moscow tomorrow on an official visit to China at the invitation of his counterpart.
5. The Heads of States (to discuss) _____ topical problems and (to sign) _____ a number of agreements.
6. In 1961 the UN Conference on Diplomatic Intercourse and Immunities (to adopt) _____ the Vienna Convention on Diplomatic Relations.
7. A diplomat's most demanding daily activities, however, (to remain) _____ reporting, analyzing, and negotiating.

8. We always (to be ready) _____ to sign treaties on mutually acceptable conditions.
9. The Armenian Foreign Minister (to meet) _____ the French Foreign minister next month in Armenia.
10. The Russian Prime Minister was on an official visit to China during which he (to have) _____ talks with high ranking officials.
11. The Heads of States (to discuss) _____ questions of mutual interest and (to sign) _____ a number of agreements.
12. The delegation of Armenian government headed by the Prime Minister (to have talks) _____ with the Russian leaders.
13. The leaders of the two countries (to agree) _____ with the statement and (to express) _____ their preparedness to deepen cooperation with each other.
14. The Russian President (to go) _____ straight into the talks with the German Chancellor.
15. Within these months Israel (to plan) _____ to expand and build new settlements on the West Bank and Gaza Strip.
16. A new round of UN-sponsored talks between the rival parties (to begin) _____ in Geneva yesterday.
17. By the late 16th century, permanent missions (to become) _____ customary.
18. The sides (to be) _____ open to new joint initiatives in this sphere.

19. The President (to make) _____ it clear he
(not to want) _____ to see the country
diplomatically isolated.
20. The work (not to challenge) _____ him
anymore, and he's often bored.

Present, Past, Future Continuous/Progressive

1. It was said that Taiwan and the United States (to try)
_____ to consolidate their security
partnership to contribute to long-term stability in the
region.
2. The co-chairs of the OSCE Minsk Group, as well as
other interested parties (to call) _____
on Baku to refrain from military restraint.
3. The Iranian ambassador to Armenia attended the opening
of the classroom of Iranian studies at YSU and made
several interesting statements while he (to answer)
_____ the questions of those attending
the ceremony.
4. Aliyev wants to prevent some events by early elections,
Russian experts think that by going for early elections he
“hides” behind Russia because Russia also (to get)
_____ ready for presidential
elections which will distract international attention from
Azerbaijan.
5. Russia actively (to work) _____ with the other
co-chairs of the OSCE Minsk Group to alleviate tension
at the line of contact in Nagorno-Karabakh and (to make)
_____ efforts to enlarge the OSCE
observation mission in the conflict area.

6. Trump said that the United States (to boost) _____ defense expenses because prosperity without security was impossible.
7. What issues the conflicting sides (to discuss) _____ at twelve o'clock tomorrow?
8. Azerbaijan which constantly (to hail) _____ its military budget of around 4 billion dollars (to use) _____ home-made ammunition which was used by the Afghan Mujahideen in the 20th century.
9. In World War II we fought Nazism and Japanese imperialism. Today we (to fight) _____ against Islamic fascism.

Perfect Group

1. In recent years the European countries (to take a number of measures) _____ to increase cooperation in all fields.
2. The president of India (to accept) _____ the invitation to visit France, it was announced today.
3. A representative of Kurds informed that the Syrian troops (not to withdraw) _____ yet.
4. The Conservatives (to win) _____ a majority of seats and votes in a Scottish general election.
5. The international community repetitively (to urge) _____ Turkey to refrain from such actions.
6. The President of France (to accept) _____ an invitation to visit Armenia to discuss questions of topical issues.

7. Academic commentators (to discuss) _____
 _____ various possibilities for legal actions, both
 of a criminal and civil nature.
8. Over the past few weeks a sheer part of our public (to
 discuss) _____ if there is a
 need to have Russian border guards in Armenia.
9. Japan and North Korea (to hold) _____
 three rounds of talks on normalizing diplomatic relations
 this year.
10. The war (to radicalize) _____ an
 entire generation of young people.
11. They (to renew) _____ their
 efforts to find a peaceful solution.
12. However they (not to make) _____
 any correlation between the current problem and the
 past accident.
13. The town already (to schedule) _____
 a public forum to discuss the proposal.
14. There will be public consultation after counsellors (to
 discuss) _____ the changes.
15. The proposal (to win) _____ enthusiastic
 support from the government and the media.

Passive voice

1. The talks between German and Russian Prime Ministers
 (to hold) _____ in a friendly and
 businesslike atmosphere.
2. After weeks of negotiation, agreement was reached and
 the accords (to sign) _____.

3. If a diplomat does commit a serious crime while in a host country he may (to declare) _____ as persona non grata (unwanted person).
4. International treaties usually (to negotiate) _____ by diplomats prior to endorsement by national politicians.
5. Diplomats (to send) _____ only for specific negotiations, and would return immediately after their mission concluded.
6. The American foreign policy (to aim) _____ at establishing friendly relations between all countries.
7. Diplomatic relations within the Early Modern era of Asia (to depict) _____ as an environment of prestige.
8. The pyramids (to build) _____ thousands of years ago.
9. The longtime political consultant (to investigate) _____ for possible money laundering.
10. The two prisoners (to keep) _____ under restraint while they were transported between prisons.
11. Several dozens of Russians (to injure) _____ in the result of a recent military clash in Syria, the press release of the Russian ministry of foreign affairs states.
12. An Israeli warplane (to strike) _____ during the attacks.
13. Since then a lot of work (to do) _____ in this direction.

14. The issue also (to discuss) _____
in November 2017 during the meeting of the Armenian
and Azerbaijani foreign ministers.
15. Several kinds of documents (to prepare)
_____ within OSCE which regulated
additional observers.
16. The Armenian-Turkish protocols pre-signed in
Switzerland (to void) _____ by spring,
Serzh Sargsyan stated in answer to the question of the
Turkish representative.
17. The documents before starting negotiations and
resulting from negotiations state clearly that these
relations must (to establish) _____
without preconditions.
18. The country's citizens (to ask) _____
to support the war effort.
19. When the American Revolutionary War began, George
Washington (to select) _____ to head the
colonial army.
20. However, that invitation (to make) _____
on the strict understanding that one abides by the rules
of that community.
21. Lunch (to prepare) _____ before any
guests were hungry.

Direct and Indirect Speech

1. The manager asked, "Did you understand my
instructions?"
2. He said to me, "I shall have to leave at five today."
3. He asked me, "Will you explain what you mean?"

4. I said to my friend, "Meet me outside the cinema at 6 o'clock."
5. John asked the lecturer, "When will the lesson begin tomorrow?"
6. I asked her, "Are you going to see him off at the station?"
7. He said, "Don't pay attention to his remarks."
8. The headmaster said, "I am sure your son will do very well at the University."
9. He said to the girl, "Will you tell me everything about it?"
10. The professor asked, "Who has all the answers to these questions?"
11. He said, "I am writing to my manager now."
12. The little boy asked his father, "Why does a policeman wear a uniform?"
13. He said, "I am sure the police will catch the thief tomorrow."
14. He said, "We have missed the last bus, so we shall have to walk home."
15. She said, "When did she tell him about the accident?"
16. He said to my friend, "Why don't you go out today instead of tomorrow?"
17. He asked Helen, "How many departments are there at your faculty?"
18. Ann said, "I'm sure all of us are ready to take an active part in the discussion of the book."
19. They said to him, "You have made a wonderful speech."
20. She said, "I am getting ready for the lecture."

Translation sentences

1. Հայաստանի նախագահը պաշտոնական այցով ժամանեց Մոսկվա:
2. Ռուսաստանի վարչապետը վերադարձավ հայրենիք եռօրյա բանակցություններից հետո:
3. Բրիտանական կառավարական պատվիրակությունը ոչ պաշտոնական այցով գտնվում էր Երևանում:
4. Երկու երկրները հաստատեցին բարեկամական հարաբերություններ:
5. Օդանավակայանում արտաքին գործերի նախարարին ողջունեց պետքարտուղարը:
6. Հայկական պատվիրակությունը վարչապետի գլխավորությամբ բանակցություններ կվարի ֆրանսիացի առաջնորդների հետ:
7. Ռուսաստանի նախագահը ընդունել է Գերմանիա այցելելու պաշտոնական հրավերը:
8. Պետության ղեկավարները քննարկեցին փոխադարձ հետաքրքրության մի շարք հարցեր:
9. Կողմերը ստորագրեցին մի շարք համաձայնագրեր:
10. Վրաստանի վարչապետը վաղը մեկնելու է Մոսկվա՝ իր ռուս գործընկերոջ հրավերով:
11. Պաշտոնական հայտարարություն արվեց բանակցություններից հետո:
12. Արտաքին գործերի նախարարի տեղակալը ժամանեց Մոսկվա՝ մասնակցելու բանակցությունների չորրորդ փուլին:
13. Բրիտանիայի արտաքին գործերի նախարարը ընդունել է հրավերը՝ պատասխան այցով գտնվելու Հունգարիայում:

14. ԱՄՆ պետքարտուղարին պետական այցի ընթացքում ուղեկցելու է Ֆրանսիայի նախագահը:
15. Ռուսաստանի առաջնորդները քննարկելու են հարցերի լայն շրջանակ:
16. Ենթադրվում է, որ Հայաստանի դեսպանը Մոսկվայում ներկա կլինի բանակցություններին:
17. Հակամարտող երկրներն անցկացրեցին բանակցությունների երկրորդ փուլը՝ նպատակ ունենալով հարթել քաղաքական տարաձայնությունները:
18. Հայաստանի վարչապետը պաշտոնական այցով ժամանեց Հոլանդիա՝ կնքելու բարեկամության և փոխօգնության պայմանագիր:
19. Երկրի ղեկավարները կքննարկեն հրատապ խնդիրներ միջազգային ընթացիկ իրավիճակի մասին:
20. Ենթադրվում է, որ նախարարները քննարկելու են քաղաքական, մշակութային, տնտեսական կապերին առնչվող խնդիրներ:
21. Հանդիպման նպատակն էր ամրապնդել տնտեսական կապերը երկու երկրների միջև:
22. Կառավարության ներկայացուցիչները ջանքեր գործադրեցին հաղթահարելու խոչընդոտները:
23. Կանադայի վարչապետը պաշտոնական այցով գտնվում էր Ռուսաստանում՝ Ռուսաստանի կառավարության հրավերով:
24. Բանակցությունները տեղի ունեցան փոխըմբռնման մթնոլորտում:
25. Կողմերը կարծիքներ փոխանակեցին ավելի լայն համագործակցության հեռանկարների վերաբերյալ:
26. Ըստ հայկական աղբյուրների՝ իրենք բացառում են որևէ տեսակի համաձայնագրի ստորագրումը:

27. Հարևան երկրների ղեկավարները հանդիպեցին քննարկելու ինչպես երկկողմանի հարցեր, այնպես էլ տարածաշրջանային խնդիրներ:
28. Ծրագրված է, որ բարձր մակարդակի բանակցությունները տեղի են ունենալու հաջորդ ամիս:
29. Հայտարարվեց, որ ՄԱԿ-ի Գլխավոր ասամբլեայի գալիք նիստը լինելու է երկու շաբաթից:
30. Երկու երկրները խզեցին դիվանագիտական հարաբերությունները:
31. Կողմերն արեցին ամեն հնարավորը՝ զարգացնելու և բարելավելու հարաբերությունները:
32. Ըստ պաշտպանության նախարարության՝ ներկայիս իրավիճակը շարունակում է մնալ լարված:
33. Կառավարության խոսնակը ներկայացրեց գիտատեխնիկական համագործակցության մի շարք ծրագրեր:
34. Ֆրանսիայի նախագահը ջերմ ընդունելության արժանացավ Հայաստանում:
35. Այդ բոլոր տեղեկությունները ստացված են վստահելի աղբյուրներից:
36. Մեր երկրների միջև 1965 թ.-ին հաստատվեցին դիվանագիտական հարաբերություններ:
37. Այս լուրը հաղորդեցին ռադիոյով առավոտյան ժամը 10-ին:
38. Մեր երկիր այցելելու հրավերը պետության ղեկավարի կողմից ընդունվեց երախտագիտությամբ:
39. Եթե երկիրը չունի տնտեսական անկախություն, այն չի կարող ունենալ քաղաքական անկախություն:
40. Պատերազմից հետո երկրի տնտեսությունը անկում ապրեց:

41. Երկու երկրների առաջնորդները հայտնեցին, որ իրենք պատրաստ են լուծելու ազգային կոնֆլիկտը, որը սպառնում է խաղաղությանը:
42. Միացյալ Նահանգների պաշտպանության քարտուղարը հայտնեց, որ ԱՄՆ-ն հարթել է տարաձայնությունները Գերմանիայի հետ:
43. Պատվիրակության հիմնական նպատակն է կանխել բանակցությունների նվաստացուցիչ ձախողումը:
44. ՄԱԿ-ի գլխավոր քարտուղարը կոչ է արել վերսկսելու ժնկյան բանակցությունները:
45. Սիրիան համարվում է լարվածության՝ աշխարհի ամենավտանգավոր օջախներից մեկը:
46. Թուրքիան գոհ էր բանակցությունների արդյունքներից և հավատում էր, որ արել էր ամեն ինչ հաջողության հասնելու համար:
47. Կողմերն արեցին ամեն հնարավորը՝ զարգացնելու երկխոսությունը բոլոր բնագավառներում:
48. Հանդիպման ընթացքում կողմերը կարծիքներ փոխանակեցին երկկողմ հարաբերությունների հետագա զարգացման վերաբերյալ:
49. Հայաստանը հայտնեց իր գոհունակությունը և շեշտեց, որ նման հանդիպումները տալիս են դրական արդյունքներ:
50. Երկու կողմերը ստորագրեցին մի շարք համաձայնագրեր, որոնք ամրապնդելու են վստահությունը միմյանց միջև:
51. Բանակցությունները Մոսկվայում բացահայտեցին խորը տարաձայնություններ որոշ գլխավոր խնդիրների վերաբերյալ:

52. Այդ այցը նոր ուժ հաղորդեց երկու երկրների հարաբերություններին:
53. ԱՄՆ պետքարտուղարը պաշտոնական այցով կմեկնի Ռուսաստան, որը նրա պատասխան այցն է՝ Ռուսաստանի արտգործ նախարարի՝ ԱՄՆ կատարած այցի պատասխանն է:
54. Չինաստանի նախագահն արտահայտեց իր գոհունակությունը, որ ռուս-չինական հարաբերությունները զարգանում էին բավականին արագ:
55. Բոլոր վիճելի հարցերը կքննարկվեն և կլուծվեն բանակցությունների միջոցով:
56. Բանակցությունները Ռուսաստանի և Շվեդիայի միջև տեղի ունեցան գործարար և բարեկամական մթնոլորտում:
57. Նրանք քննարկեցին հայ-ռուսական հարաբերությունները և դրանց հետագա զարգացումը:
58. Երեք կետից բաղկացած ծրագիրը կոչ է անում կողմերին խուսափելու միակողմանի գործողություններից:
59. Գերմանիայի պատվիրակությունը պաշտոնական այցով ժամանեց Մոսկվա՝ ստորագրելու բարեկամության պայմանագիր:
60. Պատվո պահակախումբը շարվեց օդանավակայանում՝ դիմավորելու Բրիտանիայի վարչապետին:

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Anahit Abrahamyan, Armenuhi Martirosyan

ENGLISH FOR FUTURE DIPLOMATS

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